



# Parent/School Partnership - HOMEWORK YEAR 1

## *'Working together to achieve the best outcome for your child'*



### **READING:**

As a parent, one of the most essential ways you can support your child at home is through developing a love of reading. Your child will come home from school with a school reading book at an appropriate level to their reading ability which has been assessed by the class teacher.

To support reading at home you can listen to them read regularly, model reading (my page, your page) and ask your child about what they have read. You may ask your child questions like: What will happen next? What was your favourite part? Explain how you know...?

As a school we expect your child to read at home regularly, at least four times a week, and record these dates into their home/school reading record. Reading will be monitored weekly in school and children who have read on four or more separate occasions will be awarded a reading raffle ticket. At the end of each term the 'Reading Raffle' will be drawn in each class and the lucky ticket holder will receive a prize. Reading records must be in school every Friday to be entered into the reading raffle.

### **SPELLING:**

In KS1 your child will come home with weekly spellings. Please support your child in learning their spellings as the teacher has specified. This may be through completing LCWC (Look, Cover, Write, Check) tasks or writing these words into sentences to show meaning. The spelling focus will be on the High Frequency Words, starting with the first 100 and progressing into the next 200 throughout the key stage. Each year group will also be learning the spellings as set out in National Curriculum. As a school we will provide you with word lists/spellings for each year group.

Your child will be assessed on these spellings each term in school and assessments will be sent home for you to see your child's progress. This will also enable you to see any words that your child still requires some additional support with. In school, class teachers will assess whether pupils have been learning their spellings from the evidence in their written work. It is important that children learn to spell accurately for life and not just for a test!

### **MATHEMATICS – NUMBER BONDS & COUNTING:**

In Y1 the children need to develop secure, embedded early number facts to support their progress throughout the Primary Mathematics Curriculum. We would ask you to support your child at home by ensuring that they are secure in the following facts and can recall them mentally:

- Number Bonds to 10 (This is to include all addition and subtraction facts such as;  $3+7=10$ ,  $7+3=10$ ,  $10-3=7$ ,  $10-7=3$ , etc.)
- Number Bonds to 20 (As bonds to 10 but include facts up to 20 such as;  $12+8=20$ ,  $8+12=20$ ,  $20-12=8$ ,  $20-8=12$ , etc.)
- Counting in 2s, 5s and 10s (This is the early start to times tables which will become a big focus from Y2 and beyond.)

The children will be assessed regularly by their class teacher and once the children have been secure in assessments for 6 consecutive weeks they will be awarded an achievement certificate for each individual area.

### **TELLING THE TIME & HANDLING REAL MONEY:**

These are two crucial life skills in which your support at home is invaluable. Please support your child in Y1 by ensuring that they can tell the time on analogue clocks to the hour, half hour, quarter to and quarter past with an understanding of how the hour hand changes position between hours after the o'clock. Also giving your child opportunities to handle and count real money, in real-life situations, will support with their number skills.

On occasions your child may also receive other homework that the teacher deems appropriate. This will come home either in a maths/topic learning log book or be set on the websites of Education City or Purple Mash. The teacher will give clear instructions as to when this homework is due in. Your child can also log in to Education City or Purple Mash regularly and work on any aspects they choose from their given year group as extra work at home.

**If the class teacher has concerns that your child is not making expected progress in any areas above throughout the year contact will be made to parents via Parentmail.**



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## 100 HIGH FREQUENCY WORDS

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 200 COMMON WORDS

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	see	found	laughed

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