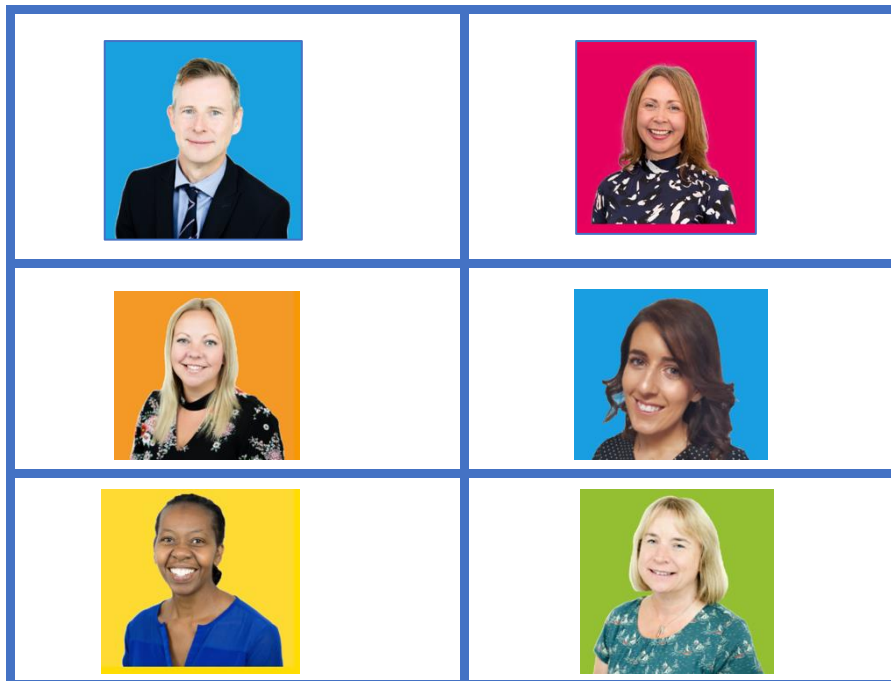


Home Learning Support Counts

Year 1



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



The **Literacy Counts** team

Content Counts

Home Learning Timetable Counts







A) Sentence Activity Counts

B) Reading Activity Counts

C) Writing Activity Counts

D) Spelling Activity Counts

Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p>Wake up! Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p>English time! Read your reading book, use the Literacy Counts free resources to play phonics or spelling games www.literacycounts.co.uk, write or tell a story.</p>	 <p>Fresh air time! Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p>Number time! Practise your number bonds, times tables, play number games. http://home.oxfordowl.co.uk/schoolclosure-resources/revision-uk</p>	<p>Lunchtime! Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p>Craft and creative time! Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p>Topic time! Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p>Story time! Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! facebook.com/literacycountsconsult @literacycounts! Instagram.com/literacycountsconsult</p>
Tuesday								
Wednesday								
Thursday								
Friday								

A) Sentence Activity Counts

Unfortunately Game

To make children's story writing more exciting, it is important for children to use different story language.



©Julia Donaldson

Can you think of a sentence for this picture using unfortunately or suddenly?

Unfortunately
Suddenly

e.g. The witch could fly quickly, but unfortunately

Think of x8 different sentences using 'unfortunately' and 'suddenly'.

The 'un' game

When we add 'un' to the beginning of words it changes the meaning of the word.

Grab a partner and take it in turns to choose one of the words from below. Add an 'un' to the word then make an action for it. E.g. pack would be unpack. You could act out unpacking your bag. Once your partner guesses your word, swap over.

even	pack	kind
do	lock	zip
tie	cover	able
load	fold	like
lucky	hook	usual
true	happy	love

Challenge: Can you write sentences using the words above and putting 'un' before them?

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Rhyming Activity

Rhyme is important and we can find it in lots of stories.

Create a rhyming string, thinking of as many words as you can that rhyme with the starting word.

e.g. pig - dig - wig

cat	sun	frog	bin

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Questions Activity

Using one of your favourite books, use the question words below to write some questions you would like to ask one of the characters.

For example:

You might ask the snail from 'The Snail and the Whale':

Where would you like to go next?

How does it feel sitting on the back of the whale?

You could then find someone else at home and interview them as if they are the character. Or maybe you would like to be the character and answer the questions!

 **Question Words** 



What
When
Why
Can
Would
Are
How
Where
Did

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B) Reading Activity Counts

Book Review

Reread one of your favourite books at home and then write a book review.

Name of the book

Author

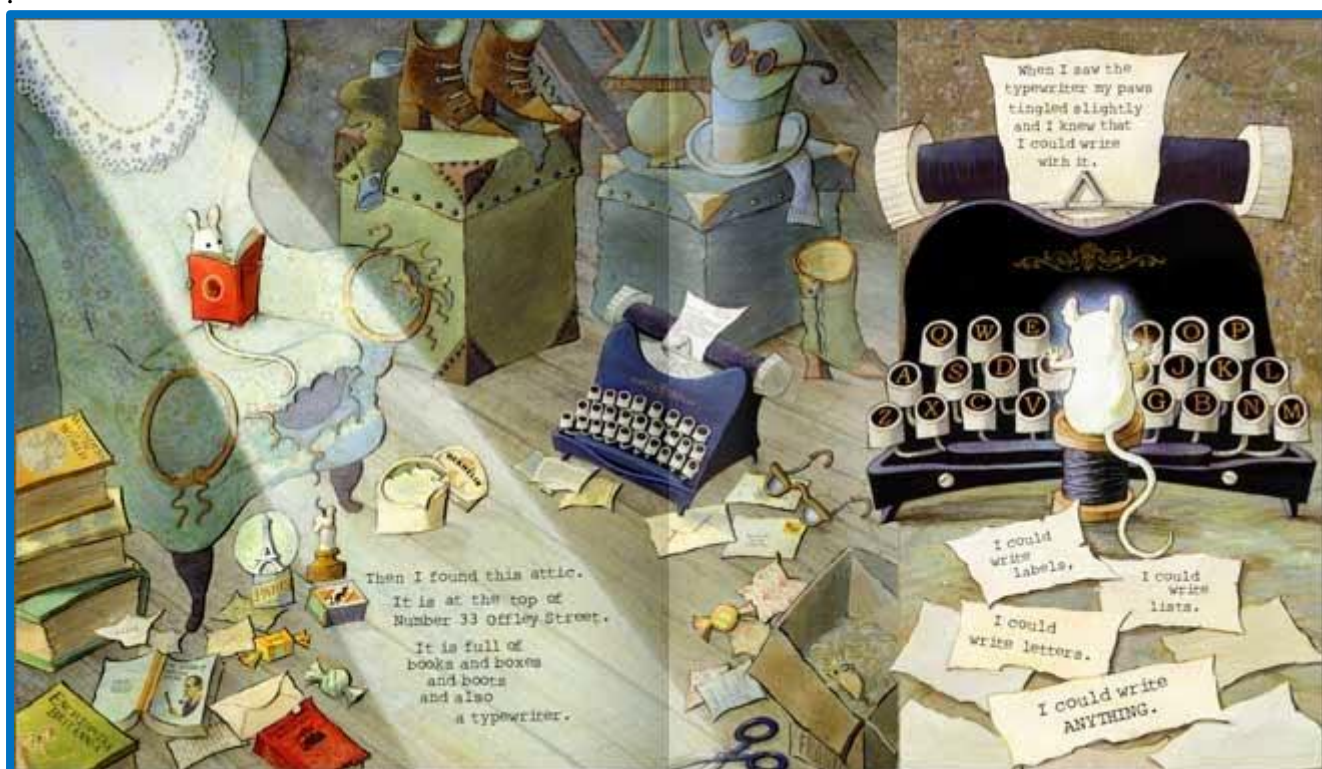
What is the book about?

What's your favourite part?

Who would you recommend this book to?

Picture Talk: Build the noun

Choose a picture from your favourite book. Look closely - what can you see? Take it in turns with a family member to spot things in the picture (e.g. chair, typewriter etc). The person that spots the most wins.



©Mini Grey

Build the noun

What can you see: boots

Describe: old and brown

Say: I can see an old brown pair of boots.

Challenge: Joint two ideas with the jointing word '*and*'.

I can see an old brown pair of boots *and* a dusty pile of books.

Don't forget to share with Literacy Counts on [f](#) & [t](#) @LiteracyCounts1/. Prizes to be won!

Silly Stories

It is important for children to practise making up stories.

Can you make up a story with a friend or grown up by only saying one word each at a time? Take it in turns saying a word that leads on from your partner. The stories are sometimes a little silly but quick and fun.

One day there was a little sausage called Bertie who lived in a shoe.

You can use the words below to help you join your ideas. Don't forget these words help us tell stories and make up stories.

Once day
So
First
Next
Finally
Later that week

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Listen to a story using the free Audible Stories website:

<https://stories.audible.com/discovery>

Choose one, two or three (or all!) of the activities below to complete once you have listened to your story.

Tell someone else in your house what the story was about.	Draw what you think the main character looks like.
Draw what you think one of the settings looks like.	Tell someone or write down why you liked/disliked the book.
Design a new front cover for the book you listened to.	Retell the story in your own words. You could write it down.

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Writing a Silly Shopping List

Can you think up a silly shopping list? Start with writing a number and then make the description of the food start with the same letters. Think about a shopping list for a witch.

One wiggly worm

Two troll's toenails

Three snail shells

What would the following characters have on their shopping list?

- A terrible tiger
- A greedy crocodile
- A friendly unicorn
- Your favourite sports star
- A superhero
- The Gruffalo
- Rapunzel
- Your best friend

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Wanted Poster

Think of your favourite villain or naughty character from a story you know. What makes them bad? What do they look like? What do they

wear? How big are they? What are they known for doing? Now, make a wanted poster from them warning people about them.

WANTED

Have you seen an evil grey wolf? He has soft fur with short pointy ears. His teeth are white and sharp. He lives in the woods and he like to eat little pigs. Beware!

PICTURE

Reward: £50

Stick them up around your house!

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Instructions

Write your own set of instructions at home. Choose a title from one of the ideas below or think of your own.

- How to catch a giant
- How to be a good friend
- How to trap a monster
- How to make friends with a unicorn

To write a good set of instructions, you need to include the following:

First
Second
Next
Then
After that
Finally

Remember to be bossy and tell people what exactly to do!

Bossy words may include:

trap, cut, entice, grab, chop, wait, catch

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Write an invitation to a party. Choose one of the ideas below or create your own!

- From the Wild Things to Max, inviting him back for a party
- From the Tiger, inviting Sophie and her mum to a tea party at his house

- From Paddington, inviting the Brown family to a party to say thank you

To

When:

Where:

What food you will eat:

What to wear:

What games we will play:

What else might you include on your invitation?

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D) Spelling Activity Counts

Year 1 Common Exception Words

Common Exception words are words that do not follow the rules of phonetic spelling. These words are used frequently by children so that's why they are called common. Children in year 1 need to be able to read and spell most of these.

Word	R	W	Word	R	W	Word	R	W
the			you			where		

a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		
said			she			ask		
says			we			friend		
are			no			school		
were			go			put		
was			so			push		
is			by			pull		
his			my			full		
has			here			house		
I			there			our		

Common Exception Words Activity

Can you guess the common exception word by filling in the missing letters?

c _ m _

l _ _ e

p _ t

_ n e

s h _

w _ s

s _ _ d

t _ d _ y

s _ _ s

_ _ u s e

h _ s

y o _ _

th _ Y

f r _ _ n _

a s _

_ o m e

s _ _ o _ l

h e _ _

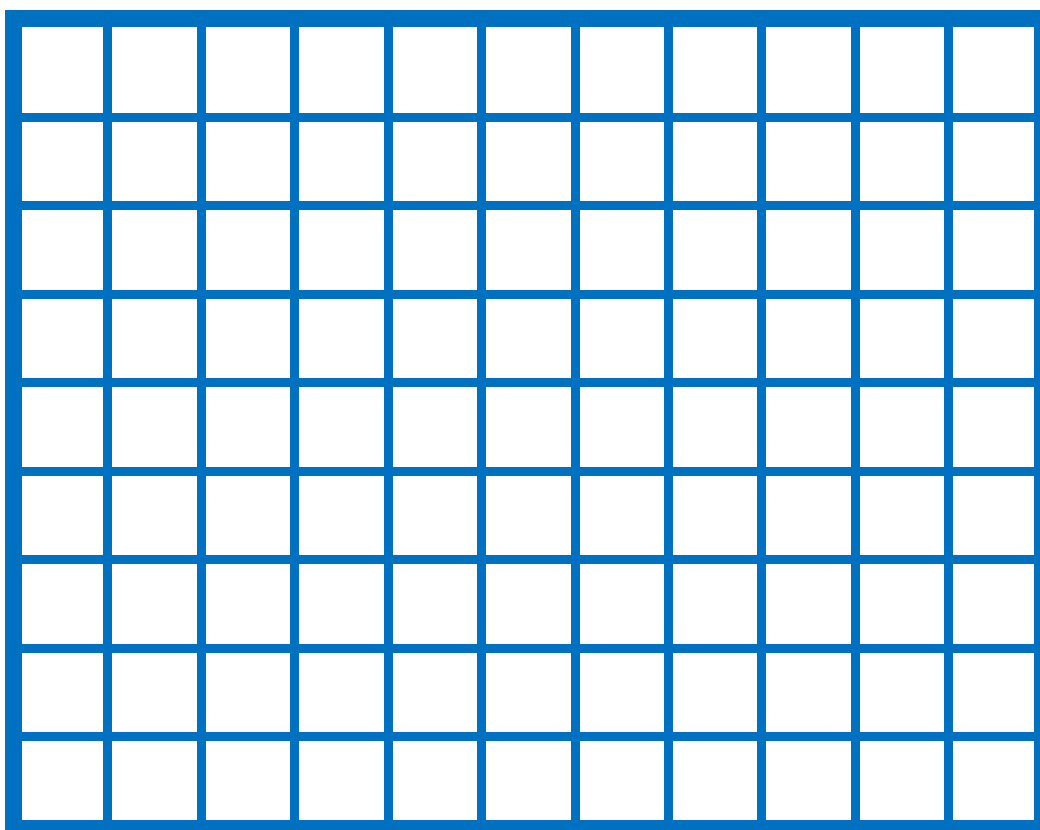
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Word search

Can you make your own word search using the common exception words you find tricky to read. Write 5- 10 words in the grid below, making sure you spell them correctly. Then fill in the remaining spaces with other letters. Don't forget to write a list at the bottom of words that you have used.

Why not challenge a grown up to find them?

Challenge: Make a list of words to hide that are about your favourite character from a book, game or hobby.



More than one

When we need to write something that is more than one we sometimes add 's' or 'es' e.g. Pencils or churches

- Add 'es' if the word ends with ch, x, s, sh, z

frog	fox	witch	dog
buzz	bush	tree	bus
bag	fence	car	switch

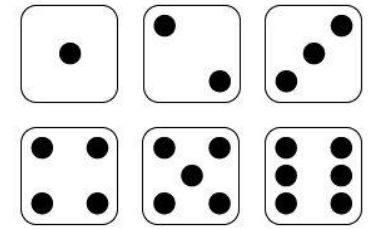
Can you write words in the table?

Add 's'	Add 'es'



Now say some in complete sentences and write them out.

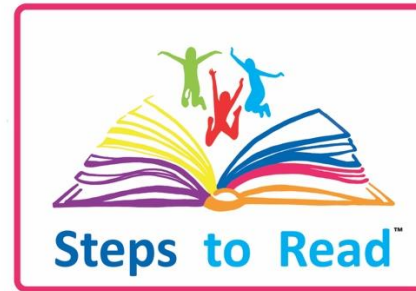
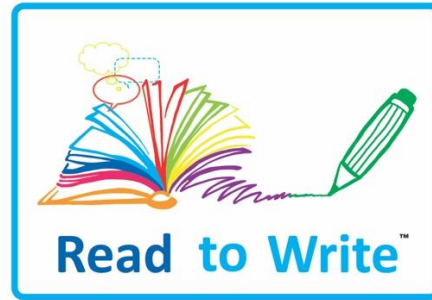
Roll and Read Activity



Roll a die. Read the words along that row. Can you read them all?

put	some	you	be	go	where
push	one	your	he	so	love
pull	once	they	me	by	come
full	ask	is	she	my	are
house	friend	his	we	here	were
our	school	has	no	there	was

Beautiful units of
work for your
classroom









Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

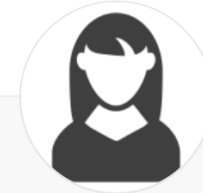
These units are being implemented with great success because they *also* provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



Year 1 Suggested Progressive Sequence					
A	B	C	D	E	F
Paper Planes 	Rapunzel 	Hermelin 	The Last Wolf 	The Secret of Black Rock 	Where the Wild Things Are 
Writing Outcome & Writing Purpose					
Narrative: A Friendship Story Purpose: To narrate	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate
Recount: Messages Purpose: To recount	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Instructions: Recipes Purpose: To instruct	Recount: Postcards Purpose: To recount	Information: Wild Things Purpose: To inform



K. HANWOOD
St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

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