


Year 1 Home Learning English Plan for parents

	Session 1	Session 2	Session 3	Session 4	Session 5
Handwriting objective	sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.				
Key Vocabulary	Illustration, imagine, question, expression, feeling, emotion, point of view, prediction, fiction, non-fiction, facts, information				
Stimulus text	Tiddler the story telling fish by Julia Donaldson Available to listen to on You tube https://www.youtube.com/watch?v=gcTQADUyWZY				
Learning intention	Character description	Imagine how a character feels	Using suffixes - ing	Using suffixes -ed	Setting description - using adjectives
Input	<p>If you have the story book please read the book with your child. If not use the You tube link to listen to the story together.</p> <p>Discuss with your child, who is the story about? (Tiddler) Can your child describe what Tiddler looked like? Did they notice any other main characters in the story? (Miss Skate, Little Johnny Dory) Can they describe any personality traits such as shy, loud, funny, and imaginative.</p> <p>Activity: Your child can draw a picture of one of the characters first. Discuss the levels of challenges below to see which is most suitable for your child. Try and encourage your child to be as independent as possible to complete the challenges. Remind them in their reading journal there are all the phonics sounds they may need and common</p>	<p>Show your child the You tube clip again or read the story again.</p> <p>Discuss how the teacher (Miss Stake) might feel, when Tiddler makes up excuses for being late. Why do you think she feels this way?</p> <p>Activity: Your child is to write their own thought bubbles from the point of view of Miss Stake to describe how she feels.</p> <p>Challenge: Can you imagine how Tiddler feels when no one believes him. Can your child do a speech bubble describing how Tiddler feels now no one believes him and what he might do to change their minds.</p>	<p>A suffix is a group of letters that can be added on to the end of a root word to slightly change the meaning e.g. walk <u>ing</u></p> <p><u>Adding the suffix 'ing' to the end of verbs shows something that is happening in the present.</u></p> <p>Can you and your child create a list of ing words that Tiddler might use when making up a story. EG - swimming, playing, racing, kicking</p> <p>Activity: Tiddler is running late again! Can you create an excuse for him. Using the style of the story (have another look if unsure) For example - On Monday Tiddler was late again. He said "Sorry Miss Stake but you won't believe what happened on the way. I was swimming to school when....."</p>	<p><u>Adding the suffix 'ed' to the end of verbs shows something that is happened in the past.</u></p> <p>Recap the work your child did yesterday - can they read their work to you? Explain what happened to the root word when it is in the past tense. Also mention how to pronounce 'ed' The story you told yesterday has now happened so you are going to change the 'ing' words into 'ed' words.</p> <p>Activity: Have a go at re-writing the story you created yesterday changing the tense of the story to past tense.</p>	<p>Show your child the You tube clip again or read the story again. (A noun is a word used to identify any of a class of people, places or things.) An adjective describes a noun word - e.g. beautiful, colourful, dark, and shiny.</p> <p>Discuss all the different parts of the ocean Tiddler saw. Explain that using adjectives to describe settings makes them more interesting. Go through the story again picking out their favourite setting. Ask them to explain why they like it, encouraging the use of adjectives.</p> <p>Activity: Your child is to have a go at writing a setting description based on one of the scenes in the story. Please encourage them to write independently.</p>

	key words to aid them when writing.				
--	-------------------------------------	--	--	--	--