



Writing: Year 1 – Summer 2 Week 7

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>W r i t i n g</b>	<p><b>Listen to a book and reflect</b> Watch this <a href="#">video</a></p> <p>This story shows us different things that all sorts of people are thankful for.</p> <p>Can you explain to a grown up what you think the word <b>thankful</b> means? You could write your own definition as a challenge.</p> <p>Think about your yourself, your friends and your family.</p> <p>Can you record some ideas you have about things you and they might be thankful for?</p>	<p><b>Plan a letter</b></p> <p>Listen to the <a href="#">story</a> again.</p> <p>This week you are going to write a letter to somebody you know to tell them all about what you are thankful for. It could be friend, a family member or your teacher for next year.</p> <p>Watch this <a href="#">video</a> if you need some help with your ideas.</p> <p>Think about what you are most grateful for at:</p> <ul style="list-style-type: none"> <li>- Home</li> <li>- School</li> <li>- In the world</li> </ul> <p>Use the grid below to draw and label your thinking.</p>	<p><b>Write in couplets</b></p> <p>You are going to use your ideas from yesterday to write couplets to use in your letter.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Say your idea out loud.</li> <li>- Write your first sentence and chose a part to add detail to in the second.</li> <li>- Use capital letters at the beginning and full stops at the end of your sentences.</li> <li>- Read your sentences and check your punctuation by using your clause balloon.</li> </ul> <p>Watch this <a href="#">video</a> if you need some help with your ideas.</p>	<p><b>Write a letter</b></p> <p>Decide who you are going to write your letter to.</p> <p>Watch this <a href="#">video</a> to help you understand how to turn your couplets into a letter.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Say who you are writing to and why</li> <li>- Give 3 things you are thankful for. One from home, one from school and one from the world around you.</li> <li>- Ask what the person you are writing to is thankful for.</li> <li>- Say who the letter is from</li> </ul>	<p><b>Publish and send a letter</b></p> <p>Publish your letter from Day 4.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Write neatly and clearly</li> <li>- Form your letters correctly</li> <li>- Draw pictures to decorate your letter</li> </ul> <p>If you have written your letter for someone who does not live in your house you could ask your grown up to get that person's address and post your letter to them.</p> <p>I know I always love receiving mail! You might make someone very thankful to receive such a wonderful surprise.</p>
<b>R e s o u r c e s</b>	<p>Video - <a href="#">Thankful</a></p> <p>Resource 1A – Reflection sheet</p>	<p>Video- <a href="#">Thankful</a></p> <p>Video- <a href="#">Teacher model</a></p> <p>Resource 2A – Thankful grid</p>	<p>Video – <a href="#">How to write in couplets</a></p>	<p>Video – <a href="#">How to write a letter</a></p> <p>Resource 4A – Model letter</p>	



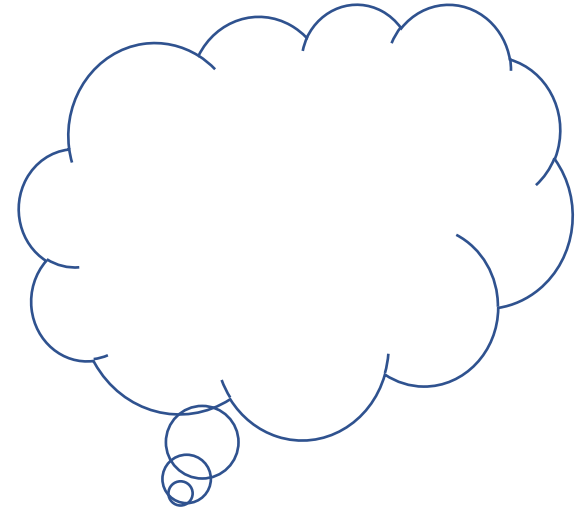
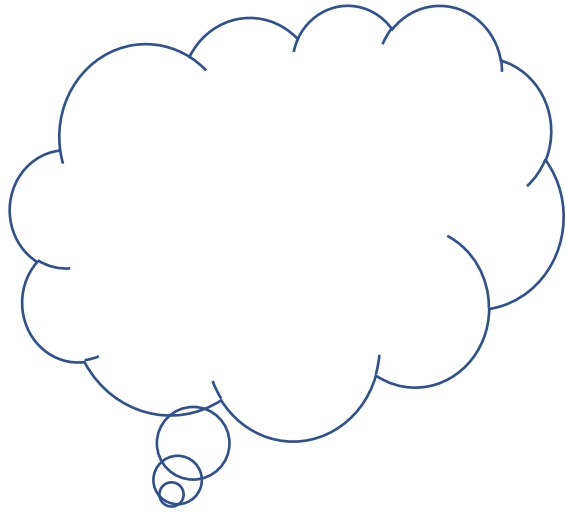


**Reading: Year 1 – Summer 2 Week 7**

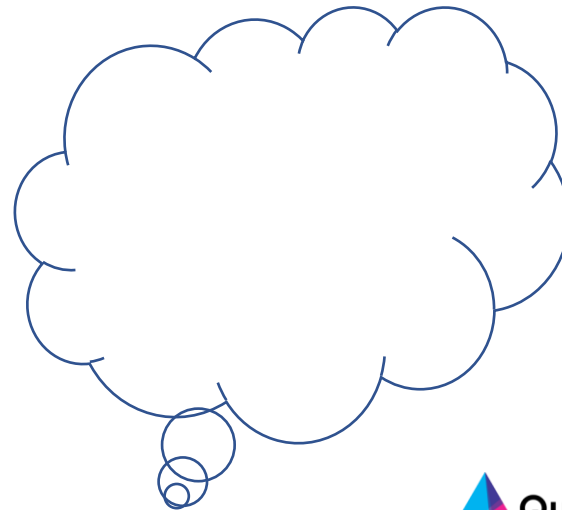
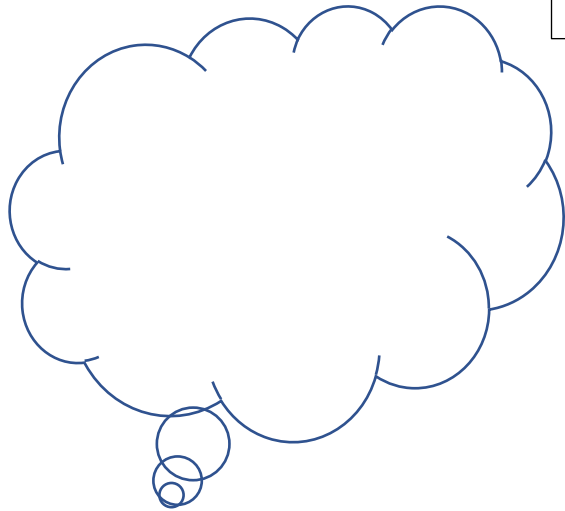
		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>R e a d i n g</b>	Who le class	<a href="#">Otto the Book Bear</a>	<a href="#">The magic Finger - part 6</a>	<a href="#">Cinnamon</a>	<a href="#">Paddington in the Garden</a>	<a href="#">Mrs Tiggy Winkle</a>	
	Pho nics	<b>Revision</b> <b>Phonics play - Username: march20 Password: home</b> Log into <a href="#">Phonics Play</a> and practise reading <b>Phase 5 sounds</b> using the various games and interactive resources.					
	<b>I n d e p e n d e n t</b>	*	<a href="#">The Frog Prince</a>		<a href="#">Tuckerbean on the Moon</a>	<a href="#">Max goes to the Zoo</a>	
		*	<a href="#">Do Parrots have Pillows?</a>	<a href="#">The Ocean Story</a>		<a href="#">The Grumpy Lobster</a>	
*		<a href="#">Drawing and Learning about Cats</a>	<a href="#">How the Rhinoceros got his Skin</a>		<a href="#">The Grunt and the Grouch and the Big Splash!</a>		
<b>Spelling</b>		Challenge! Choose 5 more words that you find tricky from the <a href="#">Year 1 list</a> and practise spelling those too.					



Resource 1A – Reflection sheet



What are people  
thankful for?



## Resource 2A – Thankful grid

The World

School

Home

## Resource 4A – Model letter

Dear Mrs Coles,

I've been thinking lots about things that I am thankful for and I thought you might like to hear about them.

I am a very lucky person as I have two wonderful fluffy cats at home. I have been so grateful to have had the company of Carlos and Stanley during this strange time of lockdown. My favourite thing they do is lie on my tummy for cuddles. Cat cuddles are a bit different to human cuddles, I always end up covered in fur!

I'm also very lucky that I get to go to work everyday at a job that I really enjoy. School is one of my favourite places to be. The thing I love about going to school everyday is having such kind and happy children to teach in my class. I really enjoy helping them with all their learning and the best part of my day is when I get to read stories to my class.

Finally, I'd like to tell you all about what I am thankful for in the wider world. I absolutely love going on holiday and visiting sandy beaches and rocky mountains. During my holidays, I love to explore nature by going hiking from beaches to mountains.

I hope you enjoyed hearing all about the things I am thankful for. There's one more thing though. I am very thankful that you are one of my friends!

Love from Miss Baker

## Spelling Words to help with your writing

### Reception Words to learn

a	at	<b>go</b>	<b>is</b>	in	<b>my</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>be</b>	<b>he</b>	<b>has</b>	it	<b>no</b>	<b>so</b>	<b>you</b>
and	<b>by</b>	her	<b>have</b>	<b>like</b>	<b>of</b>	<b>to</b>	<b>was</b>
<b>are</b>	<b>do</b>	<b>his</b>	<b>I</b>	<b>me</b>	<b>said</b>	<b>the</b>	<b>we</b>

### Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound  
eg '**is**' will be pronounced but not spelt '**iz**'


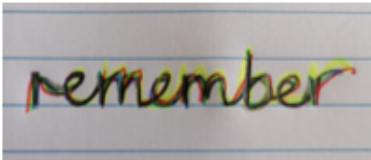

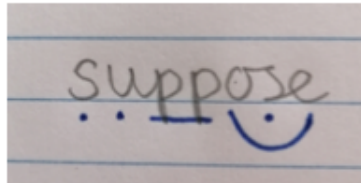
### Year 1 Words to learn

ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	eleven
called	house	love	push	were	<b>Wednesday</b>	two	twelve
come	I'll	Mr	put	what	<b>Thursday</b>	three	thirteen
does	I'm	Mrs	says	when	<b>Friday</b>	four	fourteen
eye(s)	it's	once	school	where	<b>Saturday</b>	five	fifteen
friend		our	some	who	<b>Sunday</b>	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

## Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

## Spelling Strategies

<p><b>Pyramid Writing</b></p>  <p>The word 'because' is written in a pyramid shape on lined paper. Each row adds one letter: 'b', 'be', 'bec', 'beca', 'becau', 'because'.</p>	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p>  <p>The word 'remember' is written on lined paper with each letter in a different color: r (red), e (orange), m (yellow), e (green), m (blue), b (purple), e (pink), r (brown).</p>	<p><b>Create a mnemonic</b></p>  <p>A graphic with the word 'rhythm' in a large, bold font. Below it, the text reads 'Rhythm Helps Your Two Hips Move.' To the right is an illustration of two stylized figures with colorful heads (orange, blue, green) and purple bodies, holding hands.</p>
<p><b>Sound Buttons</b></p>  <p>The word 'suppose' is written on lined paper. The 'u' has a dot above it, the 'p' has a dot below it, and the 'o' has a smiley face below it.</p> <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>



