

Homework

We will ease into homework as the first term progresses; I will aim for tasks to be short, fun and reflective of the children's current learning.

Homework will be set each Friday, tasks should be completed by the following Wednesday.

- **Reading:** I expect all children to be reading at home each day and filling in their reading diaries daily. (Just with a very short comment/smiley face) Children will be asked to complete book reviews in class each week as part of their Guided Reading sessions, so please encourage them to talk about what they are reading at home.
- **Reading/Writing Around the World:** Children will continue with their reading/writing around the world with Mrs. Townsley so please keep practising these words at home regularly.
- **Maths Homework:** Some children will continue with our maths challenge system that was established in Warwick, others will have online 'MyMaths' homework for maths, Log in details can be found in your child's homework folder.
- **Homework Folders:** I will be using the old 'All about me' folders for our homework storage. Any additional homework I set will be in the folder on the homework sheet. I expect the children to keep their completed homework in their folders and hand in by Wednesday of each week ready for me to mark.

In addition to the set homework above, If you would like some ideas for things to do with your child to help their learning whilst they are at home, I would suggest the following:

- Reading
 - Obviously continuing to read with your child is extremely beneficial.
- Phonics
 - Using the phonics chart below, see how far you can get, reading the sounds. Remember that they need to say the pure sound – no ‘uh’ at the end. Below the chart is guidance on how to say each sound in speed set 1.
 - It would be also a good idea for the children to practice writing the sounds, checking that they can form the letters correctly. (year 2 should try joining their writing now)
- Number work
 - Using the 100-square (also below):
 - Point to any number – can your child tell you what it says?
 - Say a number – can your child point to the right one?
 - Count together in ones, twos, fives and tens
 - Count backwards from any number you or your child chooses (this really helps build the foundation for doing subtraction calculations)
 - Tap on something/put coins one by one into an empty baked bean tin. Ask children to count the taps, following the numbers and then show you how many taps/coins went into the tin
 - Counting on 10 and learning that the units always stay the same when you add 10 e.g. $17+10 = 27$; $23+10=33$. If you give your child a random number on the square and ask them to add 10, they should notice that the number they land on is directly below the one they started on.

Speed Sounds Set 1

Show the children each sound, highlight if they can say the sound correctly.

m	a	s	d	t		
i	n	p	g	o		
c	k	u	b			
f	e	l	h	sh	r	
j	v	y	w			
th	z	ch	qu	x	ng	nk

Speed Sounds Set 2

Show the children each sound, highlight if they say it correctly.

ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Speed Sounds Set 3

Show the children each sound, highlight if they say it correctly. You might need to give examples of words for these.

ea	oi	e	a-e	i-e	o-e
u-e	aw	are	ur	er	ow
ai	oa	ew	ire	ear	ure

Speed Set 1

m	Sing and stretch mmmm as you press your lips together hard.
a	Sing and bounce a-a-a-a. Open your mouth wide, as if to take a big bite of an apple.
s	Say and stretch sssss. Keep your teeth together and hiss.
d	Sing and bounce d-d-d-d. Tap your tongue gently between your teeth
t	Say and bounce t-t-t-t as you tick your tongue behind your teeth
i	Sing and bounce i-i-i-i. Make a sharp sound at the back of your throat and smile
n	Sing and stretch nnnnn. Keep your tongue behind your teeth as you say nnnn.
p	Say and bounce p-p-p-p. Make a light popping sound as you say p-p-p-p
g	Sing and bounce g-g-g-g. Make a soft sound in your throat as say g-g-g-g
o	Sing and bounce o-o-o-o. Push your lips out and make your mouth into an o shape as you say o-o-o
c	Say and bounce c-c-c-c as you make a sharp click at the back of your throat.
k	Say and bounce k-k-k-k as you make a sharp click at the back of your throat
ck	As above
u	Sing and bounce u-u-u-u as you make a sound at the back of your throat
b	Sing and bounce b-b-b-b. Try to say a short b rather than 'buh'.
f	Say and stretch fffffff. Keep your top teeth on your bottom lip and force air out sharply
e	Sing and bounce e-e-e-e
l	Sing and stretch lllll. Keep your tongue pointed and curled behind your teeth
h	Say and bounce h-h-h-h. Breathe out sharply onto your hand
sh	Say and stretch shhhh. Force out lips and put your finger to your mouth
r	Sing and stretch rrrrr. Make the sound as if making a mini-growl.
j	Sing and bounce j-j-j-j. Push your lips forward as you make the sound.
v	Sing and stretch vvvvvv. Keep your teeth on your bottom lip and force out air.
y	Sing and bounce y-y-y-y. Keep the edges of your tongue against your teeth
w	Sing and bounce w-w-w-w. Keep your lips tightly pursed.
th	Say and stretch tttthhh. Put your tongue between your teeth and force air out.
z	Sing and stretch zzzzz. Keep your teeth together and make the sound of a fly.
ch	Say and bounce ch-ch-ch. Thrust your lips out and pretend to sneeze.
qu	Sing and bounce qu-qu-qu. Keep your lips pursed as you say cw
x	Say and bounce x-x-x, as though you are saying kiss without i: cs.
ng	Sing and stretch nnnnng. Make a long nasal sound at the back of your throat.
nk	Say and stretch nnnnnk. Make a long nasal sound at the back of your throat with a click at the end.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100