

# Year 1/2 Homework

Date: Friday 13<sup>th</sup> February

## READING:

The school's expectation is that children will read with an adult at least three times a week however, in Key Stage One 'little and often' is the key to success and daily reading is preferable to develop fluency and confidence. Please sign reading diaries each time you listen to your child read. Thank you to all parents leaving a helpful comment or message regarding on your child's efforts.

The reading diaries and reading books **must** be in school every day. The diaries will be checked every day by the class teacher.

Book changing days are Monday, Wednesday, and Friday.

## MATHS:

**Numbots** - Your child's log in can be found in their reading diary. Please log in and complete at least 20 minutes of real time (not the times logged by Numbots itself, we have been made aware that the game itself logs time played slightly differently).

Please note that we can see who has logged into this, so please ensure that your child completes this homework. We are not checking length of time spent although we can monitor progress through the levels.

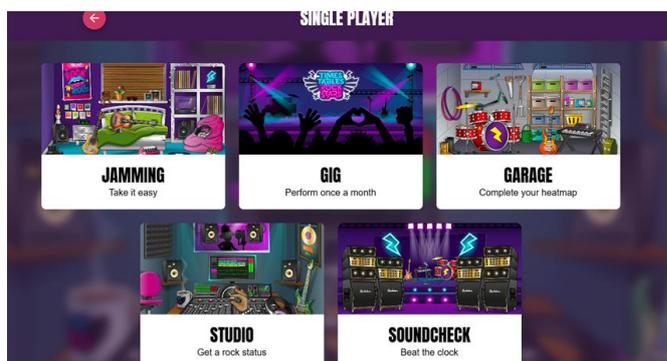
**YEAR 2s ONLY: Timetables Rock Stars (TTRS) -**

[Home - Times Tables Rock Stars](#)

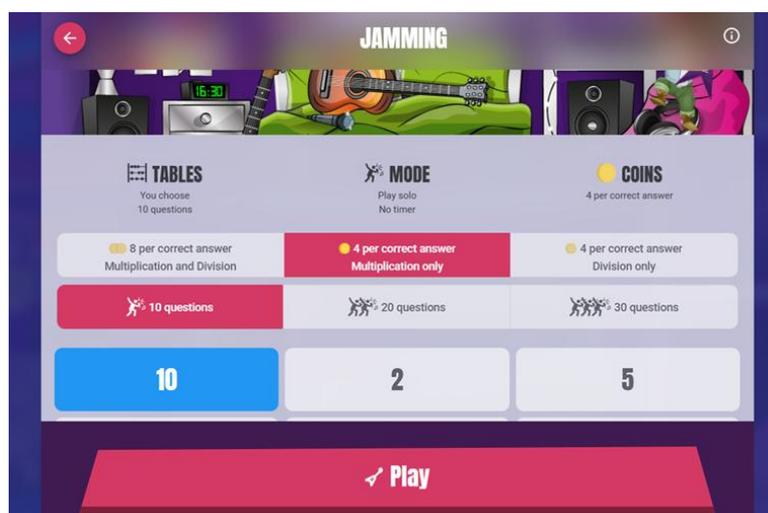
This week the Year 2 Maths groups have set up their times tables rock stars accounts. The children have all had the opportunity to log in to the program, set up their 'rock star' and explore how to access the 'jamming' part of the program.

The log ins for TTRS are the same as the Numbots log ins that are in the children's reading diaries.

Please only allow your child to access the **jamming** section for now. This will allow the chance to practise times tables with no pressure of a timer.



When they have selected jamming you child can then select **multiplication only** and focus on **10s, 2s or 5s** times tables.



## PHONICS:

There has been some regrouping of Phonics groups in response to our recent phonic assessments. A slip has been stapled into your child's reading diary today to inform you of their phonic group.

Please practise reading and spelling the words for your child's phonics group. This can be done as formally or creative as you like - make it work for your child.

For example - you can make flashcards for the words or use post-it notes. You can write using pens, paint, in sand or mud with a stick.

Phonic Group	We have been learning	Practise reading and spelling these words
Mrs Griggs and Mrs Young	We have been reviewing alternative spellings for the long vowel sound i-e split digraph.	twice, knife, strike, while, quite, coastline, lunchtime, sunshine outside, driveway
Mrs Hall and Mrs Boston	We have been learning about alternative versions of the sound 'j': j / g / dge. <ul style="list-style-type: none"> <li>• Before a, o or u the spelling would be 'j'.</li> <li>• Before e, i and y the spelling would usually be 'g'.</li> <li>• When the 'j' sound comes at the end of a word it would be spelt -dge.</li> </ul>	jumper, ninja, jolly, magic, gentle, energy, badge, fudge, hedge, lodge, midge

Mrs Walling	We have been learning about vowel and consonant sounds and how these affect spelling patterns. This week we have been exploring the -ch and -tch sounds.	match, fetch, hutch, stitch, notch, teach, touch, peach, beach, pouch
Mrs Savage	We have been learning the sounds ir/ire, aw/ew we have talked about how these sounds are similar and why we sometimes get muddled.	dirt, stir, fire, spire, dawn, yawn, flew, chew
Mrs Beddows	We have been reviewing the sounds er / ear and ng / nk.	better, wetter, fear, year, think, thing, wink, song

**OPTIONAL HOMEWORK:**

Over half term go looking for signs of Spring - you can send any photos to the school office or draw a picture of what you have seen and bring it into school after half term.