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Home Learning Pack Year 1

Guidance and Answers

Spring



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Phonics Activities – Phase 5

ay Sound (page 2)

Question 1 – The pictures represent tray, flag, gift, hay and ray. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ay' sound. The correct answers are **tray, hay** and **ray**. They can then draw a picture of something then has the 'ay' sound in.

ou Sound (page 3)

Question 1 – The pictures represent mountain, balloon, car, cloud and house. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ou' sound. The correct answers are **mountain, cloud** and **house**. They can then draw a picture of something then has the 'ou' sound in.

ie Sound (page 4)

Question 1 – The pictures represent tie, ball, gate, wasp and pie. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ie' sound. The correct answers are **tie** and **pie**. They can then draw a picture of something then has the 'ie' sound in.

ea Sound (page 5)

Question 1 – The pictures represent bucket, shell, beach, beak and leaf. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ea' sound. The correct answers are **beach, beak** and **leaf**. They can then draw a picture of something then has the 'ea' sound in.

oy Sound (page 6)

Question 1 – The pictures represent boy, sweet, toy, apple and girl. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'oy' sound. The correct answers are **boy** and **toy**. They can then draw a picture of something then has the 'oy' sound in.

Phonics Activities – Phase 5

ir Sound (page 7)

Question 1 – The pictures represent blue, six, bird, thirteen and circle. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ir' sound. The correct answers are **bird, thirteen** and **circle**. They can then draw a picture of something then has the 'ir' sound in.

ue Sound (page 8)

Question 1 – The pictures represent statue, kebab, barbeque, paint and glue. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'ue' sound. The correct answers are **statue, barbeque** and **glue**. They can then draw a picture of something then has the 'ue' sound in.

aw Sound (page 9)

Question 1 – The pictures represent draw, crayon, bike, straw and claw. Encourage children to name each picture, say all sounds in each word aloud and then circle each picture that includes the 'aw' sound. The correct answers are **draw, straw** and **claw**. They can then draw a picture of something then has the 'aw' sound in.

Reading (page 10)

Question 1 – Children are given 4 words and are asked to read each word and draw a line to the matching picture. The words given are **tray, sea, pie** and **mouth**.

Reading (page 11)

Question 1 – Children are given 4 words and are asked to read each word and draw a line to the matching picture. The words given are **skirt, blue, toy** and **straw**.

Phonics Activities – Phase 5

Segmenting (page 12)

Question 1 – Children are given 4 pictures. They are asked to write each word. Ask your child to say what they see, segment each word by saying the sounds they can hear in each word out loud, and then write the sounds they can hear. The correct words to write are **cloud, bead, hay and tie**.

Segmenting (page 13)

Question 1 – Children are given 4 pictures. They are asked to write each word. Ask your child to say what they see, segment each word by saying the sounds they can hear in each word out loud, and then write the sounds they can hear. The correct words to write are **glue, draw, bird and boy**.

GPS Activities

Using 'and' (page 14)

Question 1 – This question asks children to join together two sentences using the word 'and'. They can then write their new sentence in the space provided.

The correct sentence is 'The cup is green and it has tea in it'.

Question 2 – This question provides children with an incorrect sentence. Children are asked to identify where the word 'and' should be placed to correct the sentence. They can do this by marking an 'X' in the correct box.

Children should add an 'X' to the box after 'red'; The car is red and it has black wheels.

Question 3 – Two children have each written a sentence using the word 'and'. Children are asked to identify who has written the correct sentence and explain why. Children should look for the position of the word 'and' in each sentence as support.

Dina is correct, the word 'and' is joining together two pieces of information about a dog and is placed in the middle of the sentence.

Commands with Exclamations (page 15)

Question 1 – There are 3 sentences given and children are asked to tick all sentences that are a command. Children may find it helpful to look at the punctuation of each sentence to determine their answer.

B and C are both commands. A is a question.

Question 2 – Children are asked to sort the 2 given sentences into the table. They can do this by writing the corresponding letter in the correct column.

A is not a command; B is a command.

Question 3 – In this question, there is a word bank that children must use to create a command. They can do this by rearranging the words and punctuation in the word bank.

The command is 'Sit on your chair!'.

Question 4 – This question gives a command, however it needs to be changed to a command with an exclamation. Commands with exclamations are required to give the command more urgency.

Children should write the command as 'Get me a drink!'.

GPS Activities

Question 5 – This is a writing prompt in which children can use the given words to create their own commands with an exclamation. Children are asked to write 3 commands and must include an exclamation mark to punctuate. Encouraging children to say each command out loud may help them to develop their ideas.

Exclamation or Full Stop? (page 16)

Question 1 – This question gives 2 sentences with missing punctuation. Children are asked to identify the sentence that needs an exclamation mark to complete it. It may help children to say each sentence out loud to understand the tone of each sentence.

The sentence that needs an exclamation mark is **A – Look, a map!**

Question 2 – There are 3 sentences, each with missing punctuation. Children must read each sentence and determine whether it should be completed with a full stop or an exclamation mark. The missing punctuation should be written in the corresponding box.

The boxes should be completed as follows: **A. We looked at the map.;** **B. We are lost!;** **C. Oh no!**

Question 3 – Children are asked to write a sentence using the word bank provided. The word bank includes a full stop and an exclamation mark so children can determine which is the most suitable to complete the sentence.

The sentence should say **'I can see gold!'**.

Question 4 – In this question, children must complete the sentence, using the picture as support. Children can choose their own sentence, which will determine whether their sentence requires a full stop or an exclamation mark.

There are various answers to this question. An example is **'Look, a huge shark is swimming towards the ship!'**.

Question 5 – This is a writing prompt in which children can use the given words to create their own sentences that end with an exclamation mark. Encourage children to say out loud what they would say if they were to see a pirate ship to help develop their ideas. Children should take care with their handwriting and sentences should be punctuated with capital letters and exclamation marks.

GPS Activities

Exclamation or Full Stop? (page 17)

Question 1 – Two children have written sentences, both using an exclamation mark. Children should decide which sentence is correct. To do this, children should think about the content and tone of the sentences. Tom's sentence uses the word 'quickly' and sounds urgent. Liv's sentence gives a simple piece of information.

Tom is correct. His sentence is urgent and therefore an exclamation mark can be used.

Question 2 – There are three sentences that must be punctuated then sorted into the table. Again, children need to consider the tone of the sentences. Sentences A and C both give information and require a full stop. Sentence B is a bossy command, so an exclamation mark can be used.

The completed table will look as follows:

Full Stop	Exclamation Mark
A. I enjoyed my drink.	B. Stand outside!
C. The mouse is small.	

Question 3 – There are two sentences that include an exclamation mark. Children are asked to rewrite the sentences using a full stop. To do this, children should alter the tone of the sentence. Their new sentence may sound more calm or polite.

Children can decide their own version of the sentences but each one must include a full stop. An example answer is: A. Please get off the railings.; B. You can switch off the lights now.

GPS Activities

Capital Letters to Start Sentences (page 18)

Question 1 – This question provides a word bank and asks children to choose the correct word to complete each sentence. It may help children to trial each word before making their final decision. Children are reminded to use a capital letter when adding the correct word to the sentence.

The sentences should be completed as follows; **Come** to my house and play with my toys; **Draw** a green bird sitting in a tree.

Question 2 – In this question, there are 3 sentences, 2 of which are incorrect. Children are asked to identify which sentence is correct and mark it with an 'X'. Encourage children to look carefully at where capital letters have been used in each sentence.

B is the correct sentence.

Question 3 – In this question, children are asked to write a sentence to describe the picture. They are provided with a word bank as support. Children should be encouraged to use a capital letter to start their sentence.

There are various possible answers, for example: **The young boy likes to sing songs and dance.**

Reading Activity

Reading Comprehension – Weather of the World (page 19)

Children should read the text and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and then answer the questions.

The answers to the questions are given below.

1. What day will it rain in London?

Thursday

2. On how many days will it snow in London?

One day – Wednesday

3. Which city will be the coldest?

London will be the coldest city.

4. Which city will be the hottest?

Lisbon will be the hottest city.

5. What date will it be on the Monday?

It will be 9th January.

6. Will it get hotter or colder through the week in Lisbon?

Lisbon will get colder throughout the week.