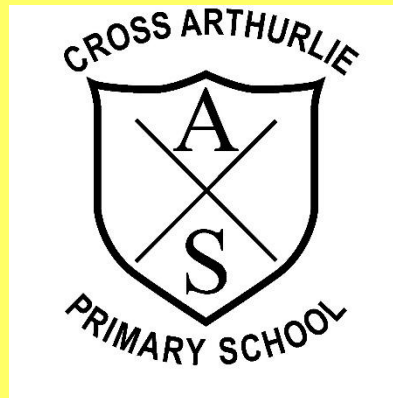
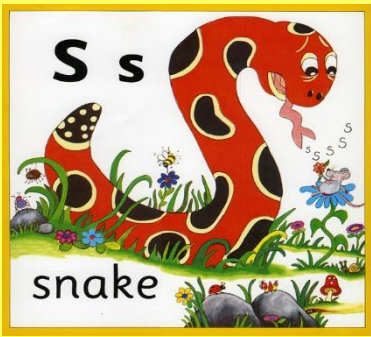




Cross Arthurlie P1 Homework





Phonics



In Cross Arthurlie we use the Jolly Phonics literacy programme to teach a synthetic phonics method.

Letter sounds are taught in a fun, multisensory way using stories and actions. Children learn how to use the letter sounds to read and write words.

The five basic skills for reading and writing are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words



Aa

/a/ /a/
Ants on my arm
/a/ /a/
Ants on my arm
/a/ /a/
Ants on my arm
They're causing me alarm.

A cartoon illustration of a young boy with blonde hair, wearing a blue shirt and brown shorts. He has several ants crawling on his right arm. There are also some ants flying in the air around him. A small blue dot is visible below the illustration.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Learning the Letter Sound

The children are introduced to each letter sound through a story and an associated action. Children learn their first sound, /s/ by making the same shape, as a hissing snake saying /sssss/. The children can also sing the song for each sound.

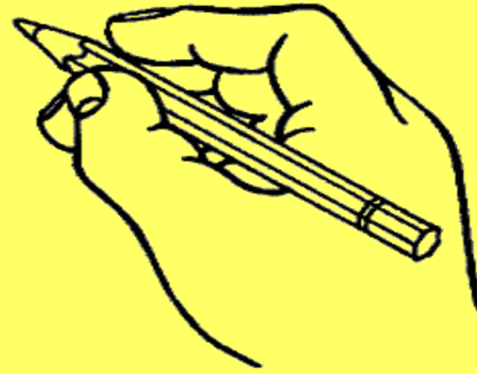




1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Digraphs

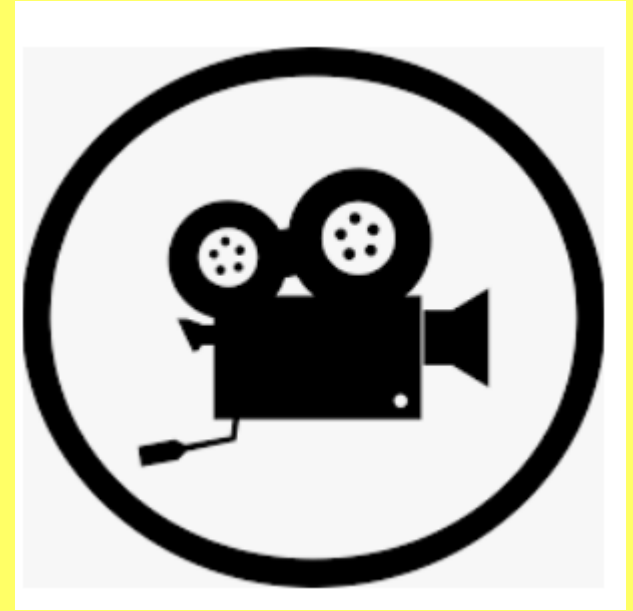
The English language has 44 sounds and only 26 letters. This means that some sounds have to be written with more than one letter. Sounds written with two letters are called 'digraphs'. In groups 4 to 7 children are introduced to digraphs.



Letter Formation

Before the children are ready to write words, they must first be able to form the letters correctly. A multi-sensory approach is used here too. From the very beginning, the children are encouraged to feel the shape of each sound; see each letter written on the board or animated in *Jolly Phonics* and write each letter in the air with their finger.





Blending / Identifying Sounds

Blending is the ability to run sounds together to hear a word and is essential for reading. This skill can be encouraged from the earliest stages by asking the children, for example, “Can you see the s-u-n?” The majority of children will need to practise every day to become fluent at blending.

Blending Word Strip

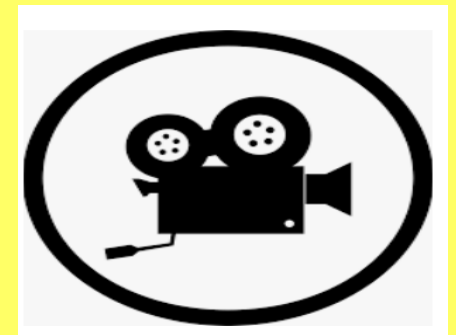
Word Box 1	Word Box 2	Word Box 3
it	pest	hip
tin	tap	pet
pat	pin	mat
nip	is	ran
sat	pit	dip
as	snap	ham
ant	in	map
tip	man	rat
pan	red	ink
sit	dip	rip

Jolly Phonics



Tricky Words

Some words, like 'I, the, he, she, me, we, be, was, to, do, are, all' are words that the children need to know if they are going to read and write sentences. These words are called 'tricky' words because they are inclined to trick you!





Phonics

Parental Support

Providing additional support at home can help children achieve the best results. The following websites can help you develop your child's phonics skills.

<https://www.phonicsplay.co.uk>

<https://www.phonicsbloom.com/>

<http://www.readwritethink.org/classroom-resources/student-interactives/picture-match-30004.html>

<http://www.readwritethink.org/classroom-resources/student-interactives/word-family-sort-30052.html>

<http://www.bigbrownbear.co.uk/magneticletters>

<http://www.readwritethink.org/classroom-resources/student-interactives/alphabet-organizer-30035.html>

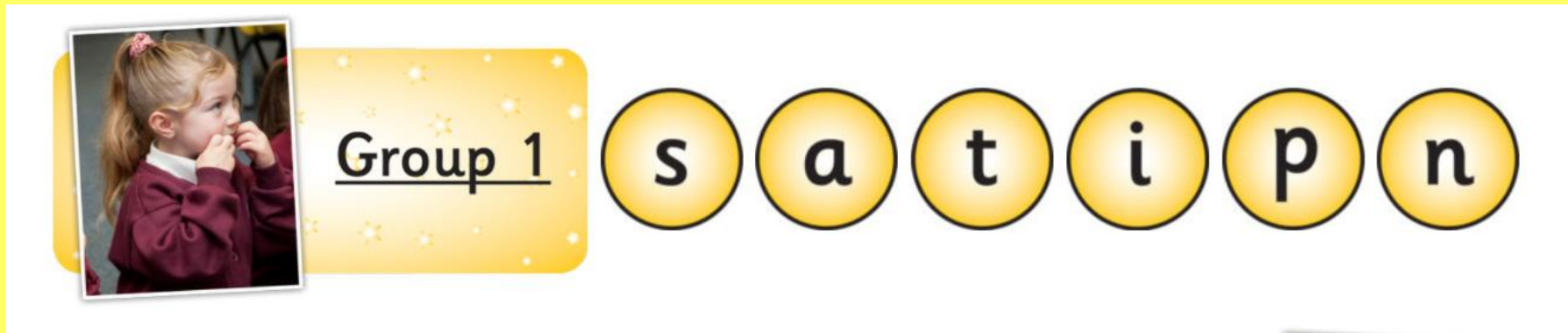


Phonics

Parental Support

The following website will let you hear each sound pronounced correctly to enable blending.

<https://www.jollylearning.co.uk/resource-bank/hear-the-sounds/>



Jolly Phonics

Dictation January

log	x	big	x	dug
jam		bag		mix
rug		ox		fed
net		am		bin
lip		if		pop
tip		cod		bus
hug		bud		gas
got		gap		fix
dig		mug		pod
lot		an		nut

Dictation Sample

oo It is my food

room ✓ ★

boot ✓

roof ✓

food ✓

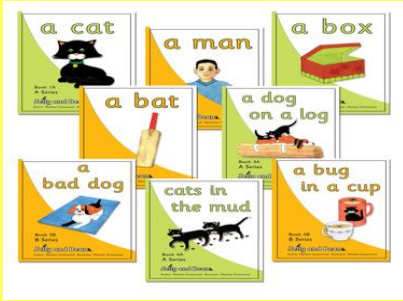
soot ✓

hoop ✓

It is my roof.

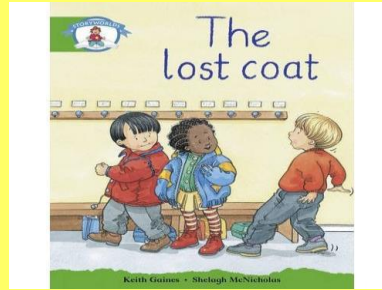
In Primary One children will develop and practise their reading skills using the following programmes.

Jelly and Bean books



The Jelly and Bean reading programme gives the children a lot of practise in applying their phonics skills and blending sounds.

StoryWorlds books

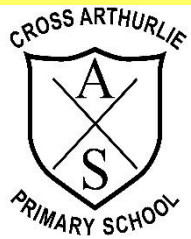


Once the children are ready to start StoryWorlds books they will receive 2 books a week, one on a Tuesday and one on a Thursday.

Bug Club books



Alongside StoryWorlds books the children in Primary One also receive Bug Club books.



Reading Homework

Parental Support

Providing additional reading at home can help children achieve the best results. The following websites can help you support your child's reading skills.



<https://www.teachyourmonstertoread.com/>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games>

<https://www.nypl.org/books-music-movies/ebookcentral/simple>



<https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection>

www.bbc.co.uk/programmes/articles/5ILPPGCICvFQZ41WVC9rxjm/english





Primary One Mathematics Homework



The children will be gifted a feely bag with a Numicon pack and photocopied resources to help support their mathematical understanding during primary 1.

<https://mathsbot.com/manipulatives/numberFrames>

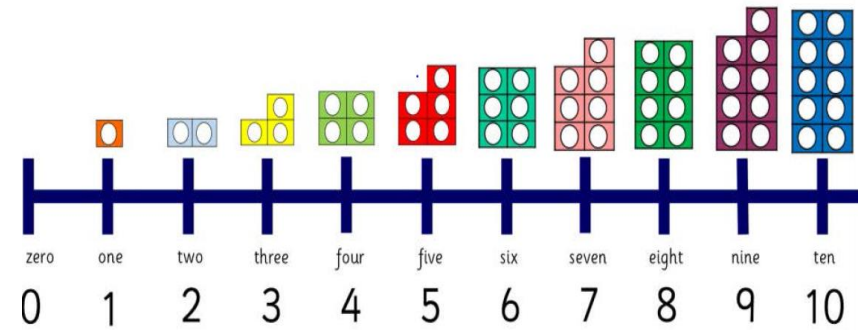


We are using Numicon to encourage children to explore maths using physical resources, in order to understand and explain mathematical concepts.

The children will learn by seeing and feeling how numbers fit together and understand how to use numbers in calculations.

Numicon Shapes

Numicon shapes are arranged to link to the numbers 1 to 10. The pattern of holes for each number follows the structure of arranging holes in sets of two. When Numicon shapes are arranged in order, the children will notice important connections between numbers. For instance each number is 'one more' than the last, and 'one fewer' than the next.



Homework Task

Experiences and outcomes

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

MNU 0-01a

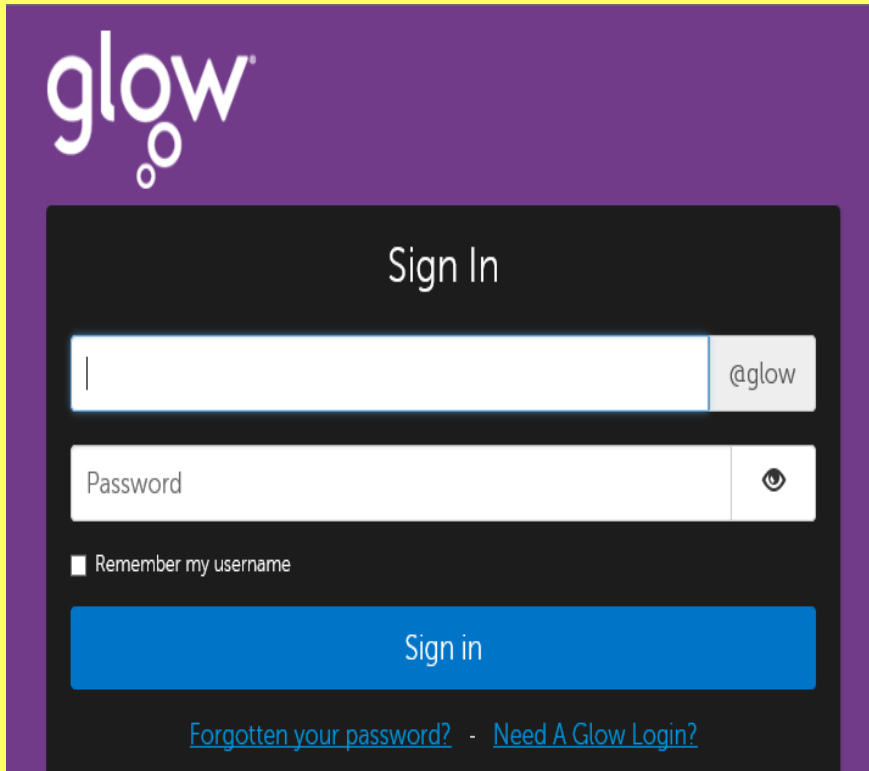
Let's find out how many by grouping objects

- Show the children a collection of up to 10 then 20 small objects like buttons, counters, coins or stones.
- Ask the child if they can guess how many items there are.
- Don't count at this stage just estimate, guess.
- Ask how they can find out how many there are (e.g. by counting, grouping the objects.)
- Match each group with the Numicon shape.
- Finally, agree how many there are, say the number and write the number as a digit. You could match the number word as an extension.
- Extend the learning by having two groups of objects.
- How does the total compare with their estimate?



Online Homework

<https://www.thinglink.com/video/1359625354121052163>



The image shows a screenshot of the Glow login interface. At the top left is the 'glow' logo. The main heading is 'Sign In'. Below this are two input fields: the first is for the username, with a placeholder '@glow' and a cursor; the second is for the password, with a placeholder 'Password' and an eye icon. Below the password field is a checkbox labeled 'Remember my username'. A blue 'Sign in' button is positioned below the checkbox. At the bottom, there are two links: 'Forgotten your password?' and 'Need A Glow Login?'.



Navigate to <https://sts.platform.rmunify.com/account/signin/glow> on any internet-enabled device

Log in to glow using username and password.

Username starts with 'GW'(for example **gw14smithjohn**)

If you can't find the webpage, use a search engine such as Google to find '**Glow sign in RM**'

On your launch pad look for the Google Classroom tile.

