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# Home Learning Pack Year 1

Guidance and Answers

Autumn 2



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## GPS Activities

### The Alphabet

**Question 1** – This question asks children to circle all the letters that appear before h in the alphabet. It may help children to recite the alphabet before deciding their answer.

The two letters that should be circled are **f** and **g**.

**Question 2** – Children are asked to identify the word that would come last if the given words were ordered alphabetically. To do this, children should look at the initial letter of each word.

If the words were ordered alphabetically, **from** would come last and should be underlined.

**Question 3** – Ali is adding the word 'that' to the given list of words. The words are in alphabetical order. The arrow shows where Ali thinks the word should go. Children should explain if Ali is correct.

Ali is **incorrect**, the word 'that' should go after 'she' and before 'under' because t is in between s and u in the alphabet.

### Capital Letters to Start Sentences

**Question 1** – This question gives a word bank of three words. Children must choose the correct two to start the sentences below. The correct words can be written in the sentence frame. Children must remember to use capital letters to start the sentences.

**Come** to my house and play with my toys.; **Draw** a green bird sitting in a tree.

**Question 2** – There are three sentences, one of which is correct. Children must read each sentence thoroughly to determine which two sentences are incorrect. An 'X' can be placed next to the correct sentence. Children should check carefully for the sentence that has used capital letters in the correct places.

**B** is the correct sentence.

**Question 3** – In this question, children are asked to write their own sentence to describe the picture. A word bank has been included as support. Children must remember to use a capital letter, full stop and finger spaces when writing their sentence.

There are various possible answers to this question. Some examples are: **He likes to dance and sing to songs.**; **He likes to sing and dance to songs.**; **He likes to sing and dance to songs in his room.**

## GPS Activities

### Recognising Sentences

**Question 1** – This question gives four sentences with varying mistakes. It states that Jen thinks sentence C has the most mistakes. To answer this question, children will need to identify all the mistakes in each sentence to determine which one has the most.

Jen is **incorrect**. Sentence A has the most mistakes.

**Question 2** – As in Question 1, this question gives four sentences. This time, children are required to identify whether each sentence is correct or incorrect and put an 'X' in the corresponding box.

Sentences A, B and C are **incorrect**. Sentence D is **correct**.

**Question 3** – In this question, children are asked to rewrite the three pairs of sentences, adding capital letters and full stops. Children will need to identify where the first sentence ends and the second one begins. It may help children to read the sentences aloud.

- A. I like to eat fruit. I love oranges.
- B. The car drove fast. It was blue.
- C. He kicked the ball. It went in the road.

### Verbs

A **verb** is a doing or a being word. In year 1, children will look at verbs as action words such as jump, skip, shout.

**Question 1** – This question asks children to identify which word or picture is not showing an action. The pictures represent the words run and bake.

**Windy** is not an action. Smile, catch, run and bake are all actions.

**Question 2** – This question gives the words wave, socks and jumped. It states that all the words are verbs. Children are asked to identify whether this statement is true or false. To help decide their answer, children should identify if each word is an action word.

The statement is **false**, 'socks' is not an action.

**Question 3** – There are 2 children each giving words that they think are **verbs**. Children are asked to explain who is wrong. Again, children should identify which word is not an action word to decide who is wrong.

**Jakub** is wrong, 'apple' is not a verb. Kim is correct because 'played' is a verb.

## GPS Activities

### What are Adjectives?

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. **Nouns** are naming words. It is a person, animal, thing or place.

**Question 1** – Children are asked to circle all the words that could be used to describe food. It may help children to read each word aloud combined with the word 'food' to decide whether each word is describing food, for example: 'tasty food'.

Tasty, yummy, sweet, juicy and sour should all be circled.

**Question 2** – This question gives two images and 4 **adjectives**. Children are asked to match the **adjectives** to the image they could describe. Children can draw a line from each **adjective** to the correct image.

Teddy – soft, cute; Book – hard, smooth.

**Question 3** – In this question, children are asked to create as many phrases as possible using the frame and the **adjectives**. Children should choose as many **adjectives** as possible to describe the tractor.

The following adjectives could complete the phrase: big, slow, fun, loud, long. For example: the big tractor

## GPS Activities

### Noun or Verb?

**Question 1** – Children are given 8 words and are asked to write them into the correct column of the table. To do this, they must decide whether each word is a **verb** or a **noun**.

The table should be completed as follows:

Verb	Noun
playing drinking sing making	bird cooker boy cat

**Question 2** – In this question, children are asked to identify a **verb** and **noun** relating to each image. The **verb** should be any action that is being carried out in the image and the **noun** should be any object they can see.

There are various answers to this question. An example is: A. verb: **playing**, noun: **basketball**; B. verb: **skating**, noun: **helmet**.

**Question 3** – In this question, children are asked to follow the clues to identify two possible words Anam may be describing. Anam tells us the word is a **noun**, begins with 'd' and has four letters. Children must think of 2 possible answers.

There are various different words that Anam may be thinking of. Some example are: **duck**, **dogs**, **door**, **deer**, **drum**

## Phonics Activities – Phase 4

### Reading CVCC/CCVC Words

**Question 1** – Children are given 5 words and are asked to read each word and draw a line to the matching picture. The words given are **hump, tent, flag, plum and twin**.

**CVCC words** are written using the sequence consonant, vowel, consonant, consonant.

**CCVC words** are written using the sequence consonant, consonant, vowel, consonant.

### Writing CVCC/CCVC Words

**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 **belt, sink, plug and frog**.

**CVCC words** are written using the sequence consonant, vowel, consonant, consonant.

**CCVC words** are written using the sequence consonant, consonant, vowel, consonant.

### Reading Tricky Words

**Question 1** – Children are given 5 tricky words and are asked to read each word out loud and draw a line to the corresponding word. The words given are **like, little, when, were** and **there**.

**Tricky words** are words that are phonetically irregular, so they cannot be sounded out and blended. As they cannot be sounded out, we teach children to recognise tricky words as a whole word by sight instead.

### Writing Tricky Words

**Question 1** – Children are given 5 tricky words and are asked to read each word out loud, cover it up and then write the correct spelling of the word. The words given are **said, one, come, what** and **out**.

**Tricky words** are words that are phonetically irregular, so they cannot be sounded out and blended. As they cannot be sounded out, we teach children to recognise tricky words as a whole word by sight instead.

### Reading a Caption or Sentence

**Question 1** – Children are given 3 captions/sentences and are asked to read each sentence and draw a line to the matching picture. The captions/sentences do include tricky words.

**Tricky words** are words that are phonetically irregular, so they cannot be sounded out and blended. As they cannot be sounded out, we teach children to recognise tricky words as a whole word by sight instead.