



Name: _____

Whole School Challenge:
Design a Christmas decoration
(you could draw, collage or make your design in any way you like).

Year 1 Autumn
2nd half-term
**Unity in the
Community**

Could	Create a picture (drawing/painting) of your street. Consider the similarities or differences of the houses.	Go and look at the Christmas lights. Can you design your own Christmas lights that could go up in town?
	Write a diary entry as one of the shepherds when the angels visit him to share the news of baby Jesus.	Write a story about going on an exciting journey. What transport do you use? What do you see? Where are you going?

Should	Write an acrostic poem using the word 'community', consider and use all the things that are in your local community.	Practise the songs we will be singing in our Nativity performance.	Write questions to someone who works in our local community, asking them about their job. E.g., a police officer, a teacher, a nurse.
	Maths Tasks Choose a number from 0 – 10, write down all the numbers bonds for the given number.	Maths Tasks Go on a 3D shape hunt outside. What 3D shapes can you find in the natural world?	Maths Tasks Gather some yellow leaves and some brown leaves. How many addition number sentences can you create with your leaves?

Must	Phonics focus: Words with the grapheme a e.g., acorn, paper, baking, chasing, shaking	Phonics focus: Words with the grapheme e e.g., fever, secret, being, me, he, we, be	Phonics focus: Words with the grapheme o e.g., go, no, so, to, most, open, post	Phonics focus: Words with the grapheme u (yoo) e.g., unit, music, human, stupid	Phonics focus: Words with the grapheme i e.g., tiger, child, find, wild, kind
	Read every night <i>and record your reading in your planner. You can either read a book every night or do some Reading Eggs sessions.</i>		Reading Eggs <i>Enjoy showing someone how great you are using Reading Eggs</i>		NumBots <i>Try for 1-2 sessions a week</i>

Tricky words taught in Reception

In Year 1, your child will develop the phonic knowledge they need to decode many of the tricky words taught in Reception. However, the words below need to be reviewed and practised as tricky words until your child can read them automatically.

Taught in Phase 4 (Reception Summer term)		
Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . This is a rare spelling for this sound.
do	o	The 'o' makes the sound oo (as in 'food'). This is a rare spelling for this sound.
were	ere	The trigraph 'ere' makes the sound ur . This is a rare spelling for this sound.
says	ay	The 'ay' makes the sound e . This is a rare spelling for this sound.
one	whole word	The 'o' makes the sounds w-u . This is a rare spelling.
today	o	The 'o' makes the sound oo (as in 'food') This is a rare spelling for this sound.

Taught in Phase 3 (Reception Spring term)		
Phase 3 tricky word	Tricky part(s)	Why is it tricky?
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). These are rare spellings for these sounds.
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). This is a rare spelling for these sounds.

Taught in Phase 2 (Reception Autumn term)		
Phase 2 tricky word	Tricky part(s)	Why is it tricky?
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
to into	o	The 'o' makes the sound oo (as in 'food') This is a rare spelling for this sound.
of	f	The 'f' makes the sound v . This is a rare spelling for this sound.

F

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among

