

Home Learning Booklet



Supporting your child at home

Year 1

2026-2027

'Strengthening the partnership between home and school.'

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of teaching and learning.

We will be:

- expecting children to be reading for at least 10 minutes daily;
- expecting parents to have frequent conversations with children to support their language and speaking skills;
- expecting children to practise spellings using Spelling Shed online 2-3 times a week;
- making available to purchase, CGP workbooks, for an additional home learning resource if needed;
- sharing planning and schemes of work on our school website;
- assigning a family project over half terms and holidays;
- sharing information about suggested activities to do at home if further home learning ideas and guidance are needed.



Language and communication

Listening and communication are the most important skills for primary school children to master, but it doesn't always come easily, especially in the early years of school. But with a bit of work, you can help your child develop their listening and speaking ability, with knock-on improvements in their achievement at school.

The National Curriculum states that children should be taught to:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener;
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

Considering that children spend only 30 of the 168 hours per week in school, parents/families play a significant part in developing children's language and communication.



Top Tips for Supporting your Child's Language and Communication

Get your child's attention before you talk.

Pay attention when your child talks to you.

Praise your child when they tell you something. Show that you understand their words.

Pause after speaking. This gives your child a chance to respond.

Keep helping your child learn new words. Say a new word, and tell them what it means, or use it in a way that helps them understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the shop. I am too tired to walk."

Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."

Ask your child to give directions. Follow their directions as they instruct you.

Play word games with your child such as Pictionary and Scrabble.

Watch movies together on TV or a tablet. Talk about what your child is watching. Have them guess what might happen next. Talk about the characters. Are they happy or sad? Ask them to tell you what happened in the story. Act out a scene together, or make up a different ending.

Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Go grocery shopping together. Talk about what you will buy, how many things you need, and what you will make. Talk about sizes, shapes, and weight.

Discuss vocabulary you come across as you are reading with your child.



There are also specific activities you can do with your child to help them develop their listening skills.

These include:

games like Simon Says and Traffic Lights, which help your child listen and follow instructions;
listening walks, where you take time to stop and pay attention to the sounds you can hear;
clapping a rhythm for your child to repeat;
playing Chinese Whispers;
describing a picture to your child, which they have to draw based on your description;
playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

The way you talk to your child matters.

Children generally struggle to multi-task, so rather than expecting them to follow a long sequence of instructions ('Can you brush your teeth, comb your hair, put your homework in your school bag and get your shoes on, please?'), break it down, giving them one or two at a time.

It's also important to use your child's name to attract their attention, make eye contact, speak clearly and give them plenty of thinking time before expecting a response. These techniques are used to great effect by teachers in the classroom.

Although many children struggle to listen attentively at times, some children have particular difficulties. If you think your child's listening is a problem, get their hearing tested in case there's a medical issue. Some children, particularly those who have lots of colds and snuffles, have intermittent hearing loss which can affect listening skills.

If you're still concerned, speak to your child's teacher. If they have noticed problems too, the school's special educational needs coordinator (**SENCO**) might suggest an assessment with a speech and language therapist to see if your child would benefit from extra help.

Reading

Reading practice at home is one of the most valuable forms of home learning and we encourage children to read daily. Our goal is to motivate children to want to read so they will practise reading independently and, thus, become confident readers.

Reading and sharing stories can help your child to get to know sounds, words and language and develop early literacy skills. It can spark your child's imagination and stimulate curiosity. It can help your child's brain, social skills and communication skills develop too.

By the end of year 1, children need to...

read accurately by blending the sounds in words that contain the common graphemes;

read accurately some words of two or more syllables;

read many common exception words (see spelling lists);

read aloud many words quickly and accurately without overt sounding or blending;

sound out many unfamiliar words accurately;

answer questions in discussion with the teacher and make simple inferences.

(2014 National Curriculum for year 1 and 2)



What are the Signs of Poor Reading Fluency?

Here are some clues that your child may have problems with fluency:

your child knows how to read words but seems to take a long time to read a short book or passage silently;

your child reads a book with no expression;

your child stumbles a lot and loses his or her place when reading something aloud;

your child reads aloud very slowly;

your child moves his or her mouth when reading silently (sub-vocalising);

your child struggles to recall information of a text they have just read.

What can Parents do to Help Develop Reading Fluency?

Support and encourage your child. Realise that he or she is likely frustrated by reading.

If your child can decode words well, help him or her build speed and accuracy by:

reading aloud and having your child match his or her voice to yours;

having your child practice reading the same list of words, phrases, or short passages several times;

reminding your child to pause between sentences and phrases;

read aloud to your child to provide an example of how fluent reading sounds;

use recorded books and have your child follow along in the print copy.



How to Make More of a Book

Choose a time when you can both relax and enjoy the activity. The last few minutes before bedtime is ideal!

Before you start to read, you can talk to your child about the book:

- Look at the cover together. Ask your child, “What do you think the story is going to be about?”
- Point to the author’s and illustrator’s name; make sure your child knows what these words mean. Discuss whether you have read books by this author before.

While you are reading the book, occasionally ask questions. You might ask:

- “What do you think will happen next?”
- “What do you think about that?” (about something which has happened in the story which might arouse emotions).

Make comments about similar situations/characters in other books you have read together.

When you have finished the book, ask your child for their opinion: “Which was your favourite part?” for example.

You will need to be aware of your child’s mood. Sometimes he/she will respond to questions. At other times it’s best to allow them to just listen.

Give your child time to ask and answer questions.

More confident readers: They will be doing more reading independently now. It is still good to ask them to read to you at times and encourage them to tell you about their reading.



Fun Reading Activities to do at Home

Show your child that reading is important. Be positive about it! It is especially good if you are a reader yourself.

Join a library and visit frequently.

Talk about reading.

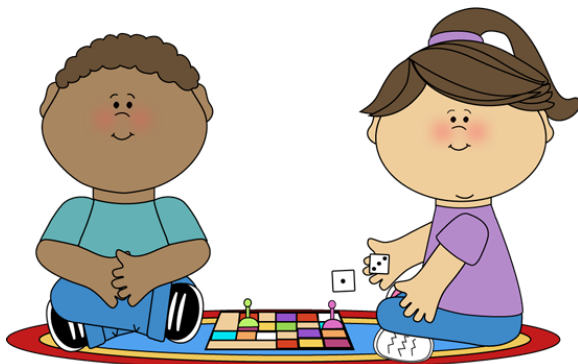
Buy your child a book as a gift.

Spend regular quality time together – 10 minutes a day sharing a book.

Write a book review on a book they have just read and publish it on sites like www.amazon.co.uk.

Play word games.

Play board games.



Types of Books

Ensure that your child is exposed to a range of books.

If English is not your family's main language, buy or borrow dual text books.

Look for books on topics you know your child is interested in, e.g. dragons, cookery, insects, sport,



Good Websites to Support Reading

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for reading.

<https://www.lovereading4kids.co.uk/> - LoveReading4Kids is a recommendation site for children's books. They offer a variety of FREE services for parents interested in buying the best books for boys and girls of all ages. It has a kid zone (<https://www.lovereading4kids.co.uk/#kidszone>), an area designed specifically for children, with competitions, quizzes and additional book related content. By signing up, it also gives you to access first chapters to many books and can create book recommendations based on your child's taste in books.

<https://www.carnegiegreenaway.org.uk/> - this website allows you to shadow the Kate Greenaway Medal, an award for books aimed at young children, and the Carnegie Medal, an award for books aimed at older children.

<http://cbca.org.au/> – Children's Book Council of Australia has some good recommendations under Book of the Year– Short Lists and also Winners.

<https://www.booktrust.org.uk/> – a site full of book lists under categories, e.g., authors from different cultures, graphic novels; books about themes, e.g., love, environment, books featuring characters with disabilities, books for children with autism etc.

<https://www.nationalgeographic.org/education/> - National Geographic provides access to non-fiction texts on diverse subjects from the ring of fire to icebergs in the North Atlantic. These can be accessed for free under the Education tab and by using the search bar.

<https://www.storynory.com>
Storynory features a collection of original, fairy-tale and classic children's audio stories.



Writing

To be a successful writer by the end of year 1, children need to be able to ...

hold a pencil comfortably and correctly;
correctly form lower case letters from all letter families, starting and finishing in the correct place;
correctly form capital letters and the digits 0-9;
use finger spaces between words;
make plausible phonetic attempts at unknown words;
accurately spell a range of CVC, CVCC, CCVC and CCVCC words;
spell some high frequency words correctly;
use simple plurals - s and- es;
use the prefix un-;
use the suffixes -ing -ed -er -est;
generate own ideas for writing;
combine words to make written sentences;
produce writing that can be read without mediation;
sequence sentences to form short narratives/recounts;
join words and sentences using 'and';
use capital letters and full stops;
use a capital letter for names of people, places and days of the week;
use a capital letter for the pronoun 'I';
use question marks and exclamation marks where appropriate.

(2014 National Curriculum and Becontree Writing Rubric)



Spelling List for Year 1 (Common Exception Words)

These are the government-set spellings that year 1 are expected to know by the end of the year. Children will be tested on these each half term as part of Becontree's Spelling Challenge.

Evidence of these spellings in children's writing also contributes to children meeting the expected standard in writing in year 1.

a
of
I
my
or
the
are
our
you
put
was
has
here
push
your
ask
they
love
today
were
school



be
he
me
we
to
do
is
his
come
some
there
where
pull
full
one
once
said
says
friend

Fun Writing Activities to do at Home

There is an infinite list of activities which could be done at home to teach and reinforce writing skills. Here are just a few suggestions.

Have your child write instructions for taking care of the family pet.

Children love to make their own birthday cards, make place cards for the table or send emails or letters to a friend. Keep birthday cards and holiday postcards to recycle as home-made cards.

Write a letter or thank you note to a relative. Talk through what your child wants to say before the writing begins.

Make a shopping list before going shopping.

Write an online review of a book or an item you recently purchased (www.amazon.co.uk) or a recipe you tried (www.allrecipes.com).

Find a picture in the newspaper and write an article to accompany it.

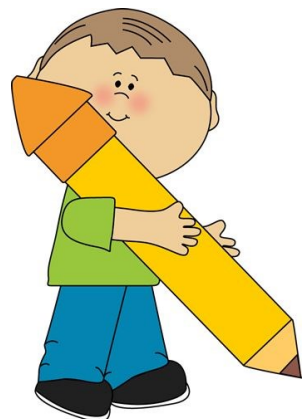
Encourage your child to keep a personal diary or a baby book for a younger sibling.

Try rhyming games starting with one word such as 'mat'. Say and write down all the words that rhyme, like 'cat', 'hat', 'fat' and 'splat'. You'll be surprised how fast your child's word list grows.

Create a word book at home and have your child add words as they learn them. Ask them to write the words they use often and talk about why.

You could write and leave notes for your child in different places, like their lunchbox. Ask them to write a reply or write something new.

Play word games like Scrabble or Pictionary.



Supporting Children who Struggle with Writing

Can your child form letters correctly? (lower-case and uppercase)

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



Can your child write their own name in lower case letters, starting with a capital letter?

Can your child identify and write all of the 40+ graphemes (letters and letter combinations)? Class teachers can provide an example sheet if needed.

Can your child use phonemes (sounds) to help with the spelling of unfamiliar words?

Can your child make up a sentence, say it aloud and then write it down?

Does your child know how to spell the 100 most frequently used

the	about	looked	could
we	down	went	they
mum	he	house	very
get	her	look	be
and	dad	old	on
can	got	she	like
one	I	don't	too
just	what	some	is
a	big	come	for
are	their	by	not
them	of	day	will
now	there	then	at
to	when	made	into
up	people	his	were
do	it	time	back
came	out	go	but
said	it's	I'm	from
had	your	little	that
me	was	if	children
oh	this	with	as
in	see	him	all
my	put	help	no
have	you	Mrs	Mr
an	saw	off	called
so	make	asked	here

Good Websites to Support Writing

<https://play.edshed.co/login> - Spelling Shed is the scheme we follow to teach your child spelling. This link takes you to the children's zone, which provides access to games that link to your child's weekly spelling lists.

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for English.

<http://www.crickweb.co.uk/ks2literacy.html> - Crickweb offers access to free education resources and online games.

<http://learnenglishkids.britishcouncil.org/read-write> - This website offers activities for children to practice writing skills. Although it is aimed at children, who speak English as a second language, there are many useful activities that allow children to practise the skills taught at school.

<https://www.bbc.com/bitesize/topics/zhrrd2p> - The BBC website offers spelling and grammar practise and support.



Maths

By the end of year 1, children need to be able to...

Number – number and place value

count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number;
count, read and write numbers to 100 in numerals;
count in multiples of 2s, 5s and 10s;
given a number, identify 1 more and 1 less;
use the language of: equal to, more than, less than (fewer), most, least;
read and write numbers from 1 to 20 in numerals and words.

Number – multiplication and division

solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

Number – addition and subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs;
represent and use number bonds and related subtraction facts to totals up to and including 20;
add and subtract one-digit and two-digit numbers to 20, including 0;
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Number – fractions (including decimals and percentages)

recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity;
recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.



Measurement

compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half);
compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than/lighter than;
compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than/less than, half, half full, quarter;
compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later);
measure and begin to record lengths and heights;
measure and begin to record mass/weight;

measure and begin to record capacity and volume;
measure and begin to record time – hours, minutes, seconds;
recognise and know the value of different denominations of coins and notes;
sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening);
recognise and use language relating to dates, including days of the week, weeks, months and years;
tell the time to the hour and half past the hour;
draw the hands on a clock face to show these times – hour and half past the hour;

Geometry – properties of shapes

recognise and name common 2-D shapes (e.g. rectangles – including squares, circles, triangles);
recognise and name common 3-D shapes (e.g. cuboids – including cubes, pyramids, spheres).

Geometry – position and direction

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

(National Curriculum 2014 for year 1)



Fun Maths Activities to do at Home

A good understanding of everyday maths will help your child with important tasks, such as making decisions and understanding information. It will also help them develop essential lifelong skills. Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves. Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

There is an infinite list of activities which could be done at home to teach and reinforce maths skills. Here are just a few suggestions.

Shape activity

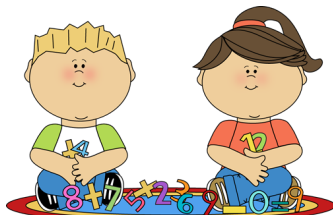
At home, or when you are out, look at the surface of shapes. Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on. Choose a shape for the week, e.g. a square. How many of these shapes can your child spot during the week, at home and when you are out?

Dice game

You need a 1–6 dice, paper and pencil. Take turns. Choose a number between 1 and 10 and write it down. Throw the dice and say the dice number. Work out the difference between the chosen number and the dice number, e.g. if you wrote down a 2 and the dice shows 5, the difference is 3. You could also draw a number line to help your child to see the difference between the two numbers.

Dicey coins

For this game you need a dice and about twenty 10p coins. Take turns to roll the dice and take that number of 10p coins. Guess how much money this is. Then count aloud in tens to check, e.g. saying ten, twenty, thirty, forty...



Secret numbers

Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no. Once you have guessed the number, it is your turn to choose a number. Your child asks the questions. For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.

Track games

Make a number track to 20, or longer. Make it relevant to your child's interests – sea world, space, monsters... Then play games on it. Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1. Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

Cupboard maths

Choose two tins or packets from your food cupboard. Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.) If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still. Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!



Adding circles

For this game, you need a dice and pencil and paper. Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle. Roll the dice twice. Add the two numbers. If the total is one of the numbers in your circles then you may cross it out. The first person to cross out all four circles wins.

Out and about

On the way to school, see how many cuboids, spheres and cylinders you can spot. Which did you see most of?

Housey, housey

When walking down the street with your child, look at house numbers. These will probably be following a pattern of either odd or even numbers. Can your child predict what number will be on the next house? Talk about the pattern.



How old?

Start with your child's age. Ask your child: How old will you be when you are 1 year older? How old were you last year? How old will you be 10 years from now? and so on.

Takings

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried pasta. You will also need pencil and paper. Take turns. Roll a dice. Take that number of pieces of pasta. Write down the number. Keep rolling the dice and taking that number of pieces of pasta. BUT, before you take them, you must write down your new total. For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: eight, nine, ten, eleven. She writes 11. You can only take your pieces of pasta if you are right. The first person to collect 20 beans wins!

Cooking

Measure ingredients and set the timer together.

Count ingredients.

Show your child to halve and quarter items while cooking.



Other ideas

Find the same amount of different items to help your child understand what numbers mean. For example, find 3 spoons, 3 hats, or 3 socks.

Talk about the shape and size of objects, e.g. big car, round ball, rectangular box. Ask questions like "pass me the biggest box", or "which is the smallest shoe?".

Play with items like shells, bottle tops, beads, Lego and compare them. Try making patterns with them together.

Put items in order. You could do this by weight, height or size. Ask your child to help you organise items around the house.

Make patterns with objects, colouring pencils, paint or Play-Doh.

Play with cards. Take 2 cards and add the numbers together, the player with the highest number wins.

Play with blocks. Get them to think about size, colour, shape, weight and texture. Create patterns and structures, ask them to guess how many blocks they could pile up without them falling down.

Good Websites to Support Maths

Maths Active Learn

Maths Active Learn is connected to the Abacus maths scheme used at Becontree. Class teachers will set a range of suitable activities which children can do at home.

<https://www.activelearnprimary.co.uk/login?c=0>

Other

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

<https://www.helpmykidlearn.ie/activities/5-7>

<https://www.bbc.com/bitesize>

http://www.familylearning.org.uk/money_games.html

Improve your own maths (parents)

<https://www.nnchallenge.org.uk/home/index.html>



Topic Projects

Your child will be asked to complete a topic project linked to a subject/ learning area or to help us celebrate a whole school event every half term. For example, a sporting challenge or a maths challenge. This is a great opportunity to work together as a family and to support the learning they do in school.

