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| --- | --- | --- | --- | --- | --- | --- |
| 29/4/19 | | 6/5/19 | | | 13/5/19 | 20/5/19 |
| This week we look at adding s or es  (words ending in ch sh x z or s) | | This week we look at adding ing and ed.  We are only looking at words where the spelling of the word does not change. | | | This week we look at adding er and est. | Days of the week |
| **Have a go at …** | **Have a go at …** | **Have a go at …** | | | **Have a go at …** | **Have a go at …** |
| plants | watches | walk | walking | walked | longer, longest | Monday |
| toys | beaches | jump | jumping | jumped | richer,richest | Tuesday |
| skirts | washes | stamp | stamping | stamped | taller,tallest | Wednesday |
| dolphins | pushes | shout | shouting | shouted | faster.fastest | Thursday |
| wheels | foxes | call | calling | called | greater,greatest | Friday |
| tubes | boxes | ask | asking | asked |  | Saturday |
| snakes | buses |  |  |  |  | Sunday |
| bowls | glasses |  |  |  |  |  |

Optional Year 1 spelling homework: Your child can practise these spellings in a number of ways, but it is a good idea to practise reading the words first. You can then try making up sentences with them in and talking about what they mean. Once your child is confident with the words then they can practise writing them. They could write some sentences with the words in and bring them in to school to show if they want to, however there is no requirement to do this. They could also try to spot the phonic pattern in their reading book or find new words that follow the same pattern.