Homework Week Beginning 2nd September 2019

*Please hand in written homework on Thursday morning. Pupils can keep this homework grid to practise their spelling words for Friday’s test but please hand in homework jotters on a Thursday. Please note each week pupils will have words that feature the spelling rule of the week, two regular words (words that the pupils should be able to spell by ‘sounding out’) and two tricky words.*

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| Monday | | Tuesday | Wednesday | Thursday |
| Personal reading.  Active spelling.  Write 4 VCOP sentences for 4 ‘silent c’ words of your choice.  \*VCOP- **V**ocabulary **C**onnectives **O**peners and **P**unctuation. These are 4 areas of focus in the class now and I am encouraging the children to use interesting vocabulary in their sentences eg instead of- The perfume had a scent.  The **beautiful** perfume had a **sweet** scent. | | Personal reading.  Active spelling.  Google Topmarks online and try the game ‘Hit the Button.’ Start with 3x table facts as these are our focus this term (our learn its) and try others to challenge yourself. | Personal reading.  Active spelling.  We are exploring the theme of ‘Church’ in school. Discuss what church means to you with someone at home. You could make a poster to show your ideas. | Personal reading.  Ask someone at home to quiz you on your spelling words for spelling test tomorrow.  Family task (optional) - Choose a task from the family learning grid. |
| Spelling Words | Silent c – scene, scent, muscle, science, scissors, crescent  Regular words – land, quiz  Tricky words – gram, kilogram | | | |
| Additional Information | PE days are Mondays and Thursdays. Please bring PE kit to school on these days. Pupils should continue to wear a shirt and tie on these days and then change into a polo shirt/t-shirt in school for PE. Please ensure that pupils have a pair of indoor shoes as they will not be permitted to participate in PE without (please note – if your child already has indoor shoes for class then these are perfect, separate ones are not needed). | | | |