



Primary School and Children's Centre

Homework Skills Pack

Autumn 2

(Monday 30th October - Friday 15th December 2017)

Name:	
Class:	



Determination



Resilience



Enthusiasm



Ambition



Motivation



Self-belief

Welcome to your *new* skills homework pack! 😊

There are 3 key skills which you need to practise each week at home and they are:

1. Reading
2. Spellings
3. Times tables

Reading

Please read each night with a member of your family for at least 30 minutes. Don't forget to fill in your yellow home school reading book so that your teachers can see how well you are doing at home with this. Please remember to bring your yellow reading book to school each day!

Spellings

In this pack, you will see a list of spellings for each week of this half term. For each week, there are 3 sets of spellings and your teacher will tell you which set you need to practise at home. At the back of this booklet, you will find some ideas of how to learn your spellings at home...

You will have your spelling test every Thursday in your class!

Times tables

In this pack, you will see a list of times tables that you need to learn each week. You will need to practise the times tables according to which group you are in in class... Magician, Sorcerer, Enchanter. Here are some fun ways to practise your times tables at home:

- Ping pong (with an adult / older sibling chant the numbers backwards and forwards)
- Timed tests (at the back of this pack)... ask an adult / sibling to set the timer to 3 or 4 minutes, can you complete the grid?
- <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Use the counting stick to count up and down in the times table you're practising (at the back of this pack)
- Learn the related division facts as well for your times tables e.g. $3 \times 4 = 12$ so $12 \div 4 = 3$

Week 1

Monday 30th October – Friday 3rd November

Spellings:

See attached sheet for list

Rule	Example	Challenge
<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single, short vowel letter. The last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	<p style="text-align: center;">Hop becomes hopping/hopped/hopper Has a short vowel sound so doubles the consonant.</p> <p style="text-align: center;">Hope Becomes Hoping/hoped/hoper Has a long vowel sound so don't double the consonant.</p>	<p style="text-align: center;">How many more can you find for each rule?</p>

Times tables

Enchanter	Warlock	
<p>6 x table 7 x table 9 x table 11 x table 12 x table</p>	<p>Related division facts for all times tables e.g. 3 x 4 = 12 4 x 3 = 12 12 / 3 = 4 12 / 4 = 3</p>	<p>Related facts for multiplication and division: e.g. 3 x 4 = 12 300 x 4 = 1200 0.3 x 4 = 1.2 3 x 0.04 = 0.12 12 / 4 = 3 1200 / 4 = 300</p>

Week 2

Monday 6th November - Friday 10th November

Spellings:

See attached sheet for list

Rule	Example	Challenge
Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	<p>-ing/-er/-ed/-en</p> <p>All begin with vowels so a forget (<u>last syllable stressed</u> and 1 vowel before 1 consonant) has the last letter doubled before putting on the suffix.</p> <p>Forget Becomes Forgotten/forgetting/forgetter</p>	How many more can you find for each rule?

Times tables

Enchanter	Warlock	
6 x table 7 x table 9 x table 11 x table 12 x table	Related division facts for all times tables e.g. $3 \times 4 = 12$ $4 \times 3 = 12$ $12 / 3 = 4$ $12 / 4 = 3$	Related facts for multiplication and division: e.g. $3 \times 4 = 12$ $300 \times 4 = 1200$ $0.3 \times 4 = 1.2$ $3 \times 0.04 = 0.12$ $12 / 4 = 3$ $1200 / 4 = 300$

Week 3

Monday 13th November - Friday 17th November

Spellings:

See attached sheet for list

Rule	Example	Challenge
Homophones ending in -se or -ce. Ones ending in -se are verbs. Ones ending in -ce are nouns.	I license you to sell that on the street. My driving licence needs to be renewed.	How many more can you find for each rule?

Times tables

Enchanter	Warlock	
6 x table 7 x table 9 x table 11 x table 12 x table	Related division facts for all times tables e.g. $3 \times 4 = 12$ $4 \times 3 = 12$ $12 / 3 = 4$ $12 / 4 = 3$	Related facts for multiplication and division: e.g. $3 \times 4 = 12$ $300 \times 4 = 1200$ $0.3 \times 4 = 1.2$ $3 \times 0.04 = 0.12$ $12 / 4 = 3$ $1200 / 4 = 300$

Week 4

Monday 20th November – Friday 24th November

Spellings:

See attached sheet for list

Rule	Example	Challenge
Endings which sound like -shus spelt -cious or -tious If the word ends in -tion, it is normally -tious. If the root word ends in -ce, the sound is usually spelt as -cious. Exception: <i>anxious</i> .	Ambition – ambitious Caution – cautious e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i>	How many more can you find for each rule?

Times tables

Enchanter	Warlock	
6 x table 7 x table 9 x table 11 x table 12 x table	Related division facts for all times tables e.g. $3 \times 4 = 12$ $4 \times 3 = 12$ $12 / 3 = 4$ $12 / 4 = 3$	Related facts for multiplication and division: e.g. $3 \times 4 = 12$ $300 \times 4 = 1200$ $0.3 \times 4 = 1.2$ $3 \times 0.04 = 0.12$ $12 / 4 = 3$ $1200 / 4 = 300$

Week 5

Monday 27th November – Friday 1st December

Spellings:

See attached sheet for list

Rule	Example	Challenge
<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single, short vowel letter. The last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	<p>Hop becomes hopping/hopped/hopper Has a short vowel sound so doubles the consonant.</p> <p>Hope Becomes Hoping/hoped/hoper Has a long vowel sound so don't double the consonant.</p>	<p>How many more can you find for each rule?</p>

Times tables

Enchanter	Warlock	
<p>6 x table 7 x table 9 x table 11 x table 12 x table</p>	<p>Related division facts for all times tables e.g. $3 \times 4 = 12$ $4 \times 3 = 12$ $12 / 3 = 4$ $12 / 4 = 3$</p>	<p>Related facts for multiplication and division: e.g. $3 \times 4 = 12$ $300 \times 4 = 1200$ $0.3 \times 4 = 1.2$ $3 \times 0.04 = 0.12$ $12 / 4 = 3$ $1200 / 4 = 300$</p>

Week 6

Monday 4th December - Friday 8th December

Spellings:

See attached sheet for list

Rule	Example	Challenge
<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single, short vowel letter.</p> <p>The last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel 'short').</p> <p>Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	<p style="text-align: center;">Hop becomes hopping/hopped/hopper</p> <p>Has a short vowel sound so doubles the consonant.</p> <p style="text-align: center;">Hope Becomes Hoping/hoped/hoper</p> <p>Has a long vowel sound so don't double the consonant.</p>	<p>How many more can you find for each rule?</p>

Times tables

Enchanter	Warlock	
<p>6 x table</p> <p>7 x table</p> <p>9 x table</p> <p>11 x table</p> <p>12 x table</p>	<p>Related division facts for all times tables</p> <p>e.g.</p> <p>$3 \times 4 = 12$</p> <p>$4 \times 3 = 12$</p> <p>$12 / 3 = 4$</p> <p>$12 / 4 = 3$</p>	<p>Related facts for multiplication and division:</p> <p>e.g.</p> <p>$3 \times 4 = 12$</p> <p>$300 \times 4 = 1200$</p> <p>$0.3 \times 4 = 1.2$</p> <p>$3 \times 0.04 = 0.12$</p> <p>$12 / 4 = 3$</p> <p>$1200 / 4 = 300$</p>

Week 7

Monday 11th December - Friday 15th December

Spellings:

See attached sheet for list

Rule	Example	Challenge
<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single, short vowel letter.</p> <p>The last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel 'short').</p> <p>Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p>	<p style="text-align: center;">Hop becomes hopping/hopped/hopper</p> <p>Has a short vowel sound so doubles the consonant.</p> <p style="text-align: center;">Hope Becomes Hoping/hoped/hoper</p> <p>Has a long vowel sound so don't double the consonant.</p>	<p>How many more can you find for each rule?</p>

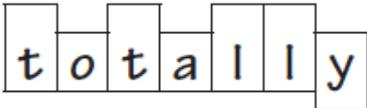
Times tables

Enchanter	Warlock	
<p>6 x table</p> <p>7 x table</p> <p>9 x table</p> <p>11 x table</p> <p>12 x table</p>	<p>Related division facts for all times tables</p> <p>e.g.</p> <p>$3 \times 4 = 12$</p> <p>$4 \times 3 = 12$</p> <p>$12 / 3 = 4$</p> <p>$12 / 4 = 3$</p>	<p>Related facts for multiplication and division:</p> <p>e.g.</p> <p>$3 \times 4 = 12$</p> <p>$300 \times 4 = 1200$</p> <p>$0.3 \times 4 = 1.2$</p> <p>$3 \times 0.04 = 0.12$</p> <p>$12 / 4 = 3$</p> <p>$1200 / 4 = 300$</p>

Appendix

Ideas for practising spellings at home

1) This is a good page from our spelling scheme:

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

2) Here are 2 good websites that have excellent spelling ideas:

<https://teachmama.com/fun-ways-to-learn-spelling-words/>

<https://www.ravenstoneschool.co.uk/data/dynamic/spaw/documents/Making%20spelling%20fun.pdf>

3) Here are some ideas from those websites:

With spelling word flash cards:

- **Spelling Word Memory:** Create a double set of word cards and play a game of Spelling Word Memory by spreading out the cards face down and then taking turns flipping two cards at a time to find a pair!
- **Flip, Read, Letters, and Write:** In just 4 steps, your child can practice reading, spelling, and writing his words. Have him flip over a word card, look at the word, say it out loud, say the letters, then flip it back over, and write the word on paper.
- **Trace, Copy, Recall:** Fold three columns on a piece of paper, and label one column 'trace', the next 'copy' and the last 'recall'. Write the word in the first column, and have your child trace the letters. Next have her copy the word by looking at what she's just written. Finally, have her fold (and hide) the first two columns and recall the spelling on her own as she writes the word independently.
- **Pocket Cards:** Make teeny-tiny flash cards to keep in your student's pocket or backpack. Have him pull them out and go through them at breakfast, on the bus, or waiting in line at school.

With a pen, pencil, marker, & paper:

- **Spelling Word Race:** Create two teams, with a player from each team taking the 'pen' at a time. Teacher (or parent) calls out a word from the list, and players race to write the word.
- **Spelling Puzzle:** Make a home-made puzzle by writing each word in large letters on an index card and then having the child cut each card apart. The fun is in putting the puzzle back together!
- **Stairsteps:** Write the words as if they are stairs, adding one letter at a time.
S
Sp
Spe
Spel
Spell
- **Tic-Tac-Toe:** There are a ton of cool ways to play with this old game! Create a larger-sized board and play tic-tac-toe where each player uses a spelling word. OR, have each player use an 'X' or 'O' but in order to place a mark on the board, she has to spell a word correctly.
- **Flip and Rainbow Write:** Flip a word card and have your child go through the rainbow, painting or writing each word flipped in rainbow colors. Make the first word red, second orange, third yellow, etc. OR write each letter in a color of the rainbow.
- **Water Paint:** Use water and a paintbrush to water paint the spelling words. On a hot, sunny day, words disappear quickly—so spellers have to move fast!

With a computer and other fun electronics:

- **Type it Out:** Open up a Word document and have your child type the spelling words on the screen as you call them out. Enlarge the font, make it a cool color, and he'll have a ball.
fun ways to learn spelling words
- **Spell on Tape:** Have your child spell the words into a tape recorder or using the voice recorder on your phone or computer.
- **Video Record:** Pull out the ole video camera or flip cam and take a video of your child spelling the words. Have him put on a funny hat, dress-up, or use a silly prop to add to the fun.
- **Karaoke:** That karaoke machine can double as a super-fun spelling machine if you turn it on and allow your child to spell her words into it!
- **Use Puzzlemaker:** Have your child type in all of the week's spelling words and then let her search for them using this cool resource from Discovery! (Puzzlemaker:
<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>)

- **Use Let them Sing it:** Type in a spelling word on this site, and the word is sung back to your student. (This one is bound to get giggles!) (Let Them Sing it: <http://sverigesradio.se/cgibin/Src/sing/sing.asp?key=undefined>)
- **Use Spelling City:** Head over to Spelling City, have your child type in the spelling words, and then he can learn the words, play games with them, and be tested. This site is a gem! (Spelling City: <http://www.spellingcity.com/>)

With space to run, jump, and play:

- **Chalkboard Race:** Form two teams, with one player from each team holding a piece of chalk and standing at a designated spot about 10 feet from a chalkboard. Teacher calls out a word, and players run to the board and write the word correctly as quickly as possible. The winner finishes the word first and spells it correctly.
- **Ball Toss:** Players stand in a circle with a Nerf ball or something else safe to toss. Teacher calls out a word, tosses the ball to a student, and that student spells the word. If the word isn't spelled correctly, the student tosses the ball to another person who will try to spell it; if it is spelled correctly, the player tosses object to another student and teacher gives her a new word to spell.
- **Swing and Spell:** Teacher gives the student a word to spell, and the student says a letter of the word with each back and forth movement of the swing.
- **Run the Bases:** Student starts at home plate, gets a word to spell and for every word correctly spelled gets to make a move around the bases, beginning with hitting the ball, then running from first base, second, third, and home.

With anything and everything else:

- **Spelling Word Hunt:** Look for those spelling list words in the newspaper or in another book, magazine, or text! Circle them or use a highlighter to highlight them.
 - **Scrabble, Boggle:** Use these cool game pieces to 'build' spelling words on the on a cookie tray, on the table, or on the floor.
 - **Crazy Words:** Put something 'crazy' (like jell-o mix, shaving cream, sand, or rice) on a cookie sheet, and have your child use his finger to 'write' spelling words on the tray.
- fun ways to learn spelling words
... and become spectacular spellers along the way
another resource from <http://teachmama.com> to help our little ones learn while they play. . .
- **Paint bag Writing:** Put poster paint in a gallon-sized ziplock bag and seal it tightly! Then have your child use her fingertip to write the letters of each word on the paint bag.
 - **Stamp It:** Use alphabet letter stamps to 'stamp' the spelling words, first by looking at the words and then on your own!

With magnetic letters or letter cards:

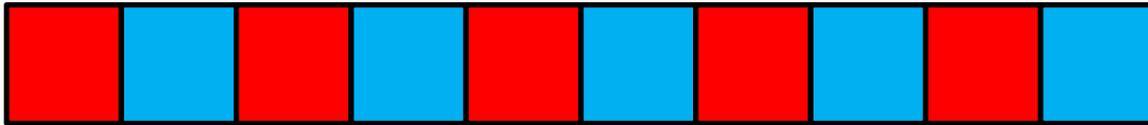
- **Word Scramble:** Scramble up the letters of each word and have student put them in the correct order. (Don't forget to point out patterns and families!)
 - **Word Train:** Use the letters to have your child create a 'word train' by using the last letter of the first word to begin the second word and so on: cat / tap / pan
- No prep, no materials:**
- **Spell in Turn:** Choose a word from the list and take turns each saying each letter of a word until the whole word is spelled. After the last letter is added, the next person spells the word completely and independently.
 - **Remember the List:** (Best used after some practice with the list.) Try to see if your child can remember all of the words on the list. Go through the alphabet, letter by letter, and as a word is remembered, have her spell it!
 - **Spell and Eat:** While making breakfast, lunch, or dinner, have your child spell a word, and after

each word is spelled correctly, reward her with a small, healthy “treat” from your meal prep.

• **Examine the Word:** Really look at the words, talking about the tough parts and analyzing patterns. Make up silly ways of remembering the ‘tough’ parts: ‘*president*’ has an ‘l’ in the middle because one day l’ll be president, OR ‘*setting*’ has two t’s in the middle just like two tall trees in a fairyland forest.

Ideas for practising timestables at home

A counting stick:



- Use this to count up and down in multiples of e.g. 3
- Use this to fill in the missing multiples e.g. fill in 3, 6, 9, 12, ____, 18, 21 etc.
- Use this to point to a square and ask what the number would be if counting in e.g. 3s

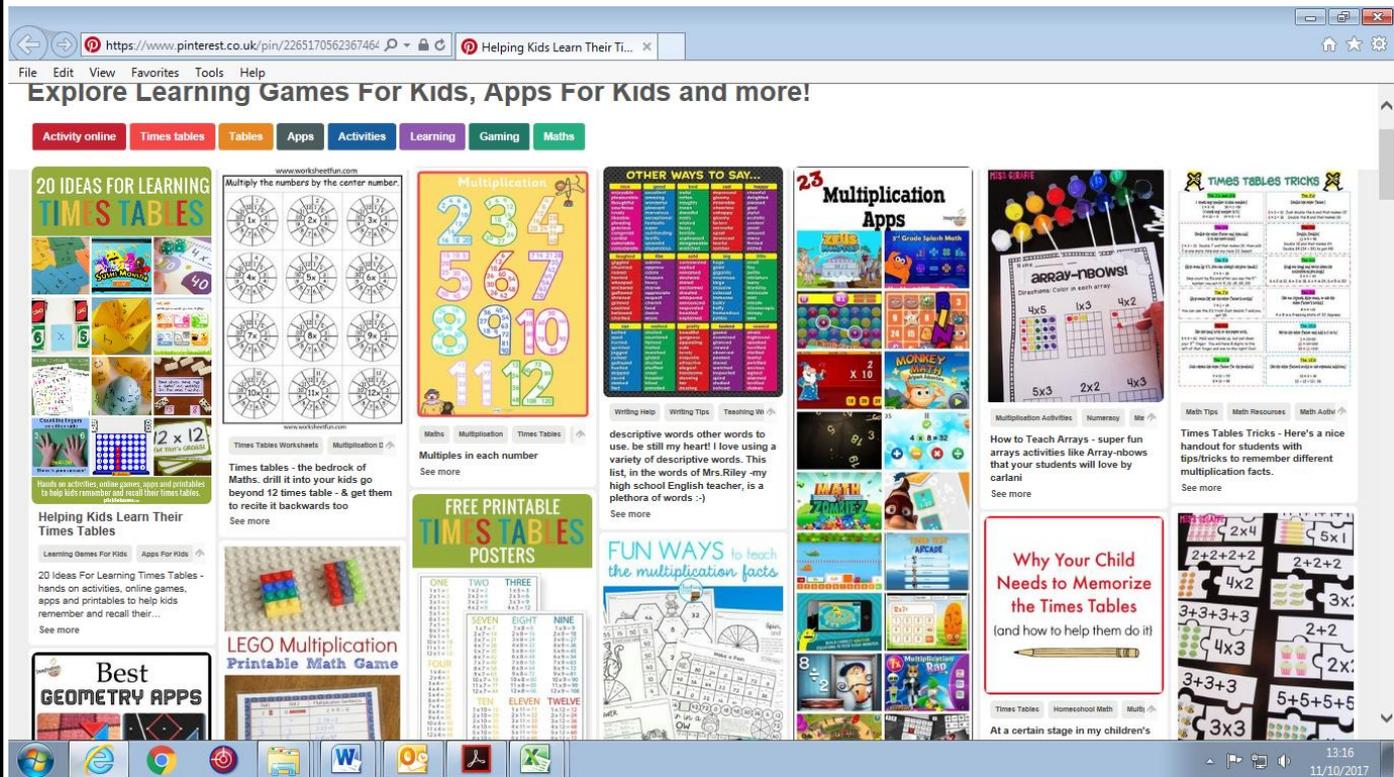
Timed tests...

In school we use grids like this and give the children approx. 5 minutes to complete it focussing on one particular times table e.g. the 3 times table - so children would just write the answer '9' in the first box, then '15' in the next box etc. The younger children only need to complete the first column - children in Y3+ could do the second column too, children in Y5+ can do the 3 and possibly the last column Y6 should do all columns.

Name:			
Date:			
3x	50x	0.5x	24x
5x	60x	0.3x	37x
6x	30x	0.8x	16x
7x	80x	0.9x	28x
9x	20x	0.4x	43x
1x	40x	0.6x	1.7x
4x	90x	0.1x	3.8x
2x	70x	0.2x	2.5x
8x	10x	0.7x	4.7x
Score out of 36:			

Pinterest:

There are absolutely tonnes of excellent ideas for practising timestables on Pinterest... Here is a screen shot:



Pinterest App is free and very easy to use with some really great ideas!