

# Parkhill Infants' School



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Headteacher: Miss M A Mersh B.Ed

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Dear Parents/Carers of Year 1 Children

Thank you very much once again for the help and encouragement that you gave to your children last term in supporting their learning in school. Most of the children have continued to make good progress with mental arithmetic skills, spelling and phonic work, and we are very pleased with the way the children's story writing is developing. We hope that you found the discussions with your child's teacher, regarding the setting of individual pupil end of year targets in Writing and Mathematics, useful.

Our topic this term is water. We may be asking you again, from time to time, to complete tasks at home. Much of our literacy and numeracy work this term will be building on knowledge and skills developed in the Autumn and Spring terms.

We will be continuing to focus on spelling patterns and the correct spelling of high frequency words. The words and sounds will be ones which the children use regularly in their reading and writing. The emphasis is on encouraging the children to recognise and use letter patterns and sounds.

In our Literacy work, at the moment, our focus is sentences and the correct use of full stops and capital letters. We will also be looking at stories about fantasy worlds, poetry and information books.



Our phonic work will focus on

1. Long vowel phonemes:

ee ai ie oa oo

ee: ee (feet), ea (seat)

ai: ai (train, a-e (name), ay (play)

ie: ie (lie), I-e (bite), igh (high), y (fly)

oa: oa (boat), o-e (pole), ow (show)

oo: oo (moon), u-e (tune), ew (flew), ue (blue)

2. Common end clusters:

ld (cold), nd (and), lk (walk), nk (think), sk (ask), lp (help), mp (bump), nch (bench), lth (health), sp (gasp), ct (act), ft (lift), lt (belt), nt (went), pt (kept), st (fast), xt (next), lf (shelf)

3. verbs eg sitting, laughed

4. adjectives eg a **fierce green** monster, a **noisy** aeroplane, **shimmering** water

You may like to focus on some of these when reading with your children, and look for others with the same sounds.

We are continuing to develop story writing skills, encouraging the children to use more adventurous vocabulary and to write imaginatively.

In Mathematics, assisting your children with mental arithmetic strategies continues to be of great importance. Your children should know the number bonds to 10 and 20

Eg  $6 + 4 = 10$      $4 + 6 = 10$

$16 + 4 = 20$      $4 + 16 = 20$

and begin to solve problems such as  $7 + \square = 10$      $10 - \square = 3$

$3 + \square = 10$      $10 - \square = 7$

We look at number patterns and count on and back in patterns of 2, 5, 10 to at least 100.

This half term our work will cover:

Know by heart: all pairs of numbers with a total of 10 (eg  $3 + 7$ ). Count on and back in ones from any small number, and in tens to 100 from and back to zero. Count reliably at least 20 objects. Simple shopping problems and giving change from 10p. Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers. Understand the operation of addition and of subtraction (as 'take away' or 'difference') and use the related vocabulary. Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.

Next half term our work will cover:

Count on and back in ones from any small number, and to 100 in tens from and back to zero. Within the range 0 - 30, say the number that is 1 or 10 more or less than any given number. Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering numbers including ordinal numbers to at least 20. Compare two lengths, weights and capacities by direct comparison eg: which one is longer, which one holds more. Suggest suitable standard or uniform non standard units and measuring equipment to estimate then measure a length, weight or capacity. Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary. Use mental strategies to solve simple problems, set in 'real life', money and measurement contexts, using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.

### Oral and Mental Skills

Describe and extend number sequences: count on and back in ones from any small number, and in tens to 100 from and back to zero: count on in twos from zero, then one, and begin to recognise odd or even numbers to about 20 as 'every other number': count in steps of 5 from zero to about 20 or more, then back again: begin to count on in steps of 3 from zero. Know by heart: all pairs of numbers with a total of 10 (eg  $3 + 7$ ): addition doubles

for all pairs of numbers with a total up to at least 5 (eg  $4 + 4$ ). Begin to know addition facts for all pairs of numbers with a total up to at least 10, and the corresponding subtraction facts. Identify near doubles, using doubles already known (eg  $6 + 5$ ). Read the time to the hour or half hour. Begin to know what each digit in a two-digit number represents. Partition a tens number and begin to partition larger two-digit numbers into a multiple of 10 and ones (TU). Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number

In our work on measurement we will be revising money and finding totals and change from up to 50p. Other work will involve measurement in:

- 1) Centimetres and metres
- 2) Millilitres and litres
- 3) O'clock and half past times  
(including counting in 5's to measure minutes past the hour)

We are enclosing a copy of the spelling patterns on which we are focusing, depending on the individual needs of the children. You may like to encourage your children to recognise and spell other words with the same spelling patterns, and to look out for the high frequency words in their reading.

Please try to hear your children read for a short while every day and talk about their books.

We hope that this information will be helpful to you in supporting your child's learning in school this term.

During the half term holiday could you please encourage your children to keep a daily diary and ensure that they can write their name and know their home address. (Don't forget full stops and capital letters!).

Yours sincerely

Mrs H Swile (Year 1 Coordinator)

Year 1 Team:

Miss Marks

Mrs Mitchell

Miss Stuart

Mrs Swile

Mrs Teague

Classroom assistants:

Mrs Bassett

Mrs Hart

Mrs Kansagra

Mrs Montequ

Mrs Okin

Mrs Pegrum

Mrs Shergill

## Year 1 Spelling Patterns

Summer 2008

Irregular spellings	Long vowel phonemes spellings	High Frequency Word spellings
they	feet    need feel wheel    been	come    you    big some    your    little
because	seat    bean neat treat    cheat	go    was    like going    see    look
said	pain    name wait    same train	ran    came    they after    home    them
birthday	say    clay day may    tray	play    up    tree away    down    house
right	try    high sky    night bright	call    called play    played want    wanted
write	lie    bite kite tie    quite	call    calling play    playing want    wanting
saw	boat    hole coat goal    stole	have    having live    living give    giving
Half-term homework -	sentences, days of the week, name, address	

Irregular spellings	Long vowel phonemes spellings	High Frequency Word spellings
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year	low row	crow show slow	with very out	are good will
school		moon cube tube	who why when	where what that
what	few new flew	blue true	blue red yellow	green black white

Monday Tuesday Wednesday  
Thursday Friday Saturday Sunday

### Summer holiday homework

- days of the week
- months of the year
- numbers 1 - 20
- school name and address
- colours (red, blue, green, yellow, white, black, purple, pink, orange)
- name, address and telephone number
- 2, 5, 10 times tables
- number bonds to 10
- number bonds to 20

Year 1 to 2 - High Frequency Words -  
These are words which every child should be able to  
read and spell by the end of Year 2

about	him	put
after	his	ran
again	home	saw
an	house	school
another	how	seen
as	if	should
back	jump	sister
ball	just	so
be	last	some
because	laugh	take
bed	little	than
been	live(d)	that
boy	love	their
brother	made	them
but	make	then
by	man	there
call(ed)	many	these
came	may	three
can't	more	time
could	much	too
did	must	took
do	name	tree
don't	new	two
dig	next	us
door	night	very
down	not	want
first	now	water
from	off	way
girl	old	were
good	once	what
got	one	when
had	or	where
half	our	who
has	out	will
have	over	with
help	people	would
her	push	your
here	pull	

Plus:

- days of the week
- months of the year
- numbers to twenty
- common colour words
- pupils name and address
- name and address of school