

# Parkhill Infants' School



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Headteacher: Miss M A Mersh B.Ed

## Year 1 Newsletter

January 2009

Dear Parents/Carers of Year 1 Children

Thank you very much for the help and encouragement that you gave to your children last term in supporting their learning in school. We are very pleased with the progress that most children have made with mental arithmetic skills, spelling, phonic work and story writing. Remember, the more children read the faster their story writing skills develop.

Our topic this term is Toys. We will again be asking you, from time to time, to help your child to complete tasks at home. On 3 February we have organised a visit from a drama group as part of our History work. On 11 February Year1 children will take part in a workshop on Toys. We have also arranged another visit for each class to go to the Redbridge Museum in Ilford on 4 March and 5 March and will let you have more details nearer the time. This will involve hands-on experiences for the children in learning about toys from the Victorian times to the present day. It sounds very exciting. In our Geography work this term we will be thinking about ways to look after and improve our school and local environment, and practising simple mapping skills. In our Science work we will be thinking about our sense of hearing and how we hear different sounds around us, also about pushes and pulls.

We will be continuing to develop the children's spelling skills. Again, the words will be ones which the children use regularly in their reading and writing. We will be focusing on them in school but you can help by looking out for high frequency words when you are reading with your children and looking for spelling patterns eg at, et, it, an, en, in.



In our literacy work this term we are looking at poetry, traditional stories, fairy stories, also non-fiction books. You may like to focus on looking at some of these books with your children. In our daily Literacy lessons we teach skills and strategies to help the children improve their reading and writing.

Over the next few weeks we will focus on initial consonant clusters ie words beginning with bl (blow), br (brown), cl (clown), cr (cross), dr (dragon), dw (dwarf), fl (flower), fr (frog), gl (glue), gr (grow), pl (play), pr (pram), sc (scarf), scr (scream), sk (sky), sl (slow), sm (small), sn (snake), sp (spot), spl (splash), spr (spring), squ (squash), st (story), str (street), sw (swing), tr (train), tw (twin), thr (three), shr (shrink).

The list is long! But when you are reading with your child please look for them and talk to your child about other words that begin with the same clusters. Also, don't forget to look out for the full stops, capital letters, speech marks, question marks, exclamation marks, what is happening in the stories etc!

We are continuing to develop story-writing skills and, at the moment, we are encouraging the children to develop their story plots, use more descriptive words and more adventurous vocabulary.

In mathematics, assisting your children with mental arithmetic strategies continues to be of great importance. **All of the children should be able to count up to 20 objects accurately, also read and write numbers up to at least 20.** Number bonds to 20 eg 10+10, 16+4 etc and doubles eg 3+3, 6+6 up to 15+15 should be known. If you want to go further the children love using bigger numbers eg 20+20, 35+35, 40+40 up to 50+50.

At the moment we are building on last term's work, also looking at teen numbers eg 13, 14, 15 etc and using the hundred square to look at number patterns. The children are learning to count on and back in tens from a given number. Also we are thinking about "the difference" eg the difference between 8 and 6 is 2.

This half term our work will cover:

Know by heart: all pairs of numbers with a total of 10. Count reliably at least 20 objects. Describe and extend number sequences: count on and back in ones from any small number, and in tens from and back to zero. Read, write and order numbers to at least 20. Within the range of 0 to 30, say the number is 1 or 10 more or less than any given number. Understand the operation of subtraction (as '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. Compare two masses by direct comparison. Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a mass. Use everyday language to describe features of familiar 2-D shapes.

Next half term our work will cover:

Know by heart all pairs of numbers with a total of 10. Describe and extend number sequences: count on and back in ones from any small number, and in tens from and back to zero. Count reliably at least 20 objects. Read, write and order numbers from 0 to at least 20: understand and use the vocabulary of comparing and ordering these numbers. Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number. Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary.

In measurement we will be doing some more work on

- 1) money - which will involve finding totals and change from up to 50p.
- 2) centimetres and metres
- 3) grams and kilograms
- 4) o'clock and half past times.

We are enclosing a copy of our phonic work for this term. You may like to encourage your child to learn to spell other words with the same spelling patterns.

Please try to hear your children read every day and talk about their books. This is one of the very best ways you can support your children's learning and development of literacy skills.

We hope that this information will be useful to you in helping to support your child's learning in school.

Yours sincerely,

Mrs H Swile

(Year 1 Co-ordinator)

Year 1 Teachers	Miss Marks	Mrs Swile	Mrs Teague	Miss Turner
Classroom Assistants	Mrs Hart	Mrs Pegrum	Mr Stodell	

Year 1 Spring Term 2009

High Frequency  
Words

Words to spell

mum dog  
dad my  
big and

on to  
like see  
play can

with come  
the went  
go in

up at  
am he  
look this

here some  
him what  
your put

said is  
no yes  
she me

we for  
you they  
are going

Initial consonant words

Words to recognise

the they them those these  
your

that then this their there  
would

thin think three thumb thick  
who

chip chop chew cheese choose  
their

chin chair chat cheat church  
there

shop ship shut sheet shoot  
when

shoe show she shine shone  
what

High Frequency  
words

Words to recognise

his home  
house how

if jump  
just little

last laugh  
love live  
lived

made make  
man many

may more  
much must

name new  
next night

not now  
off old

## Year 1 Spring Term 2009

### Phonics and Spelling Work

#### Practise and re-inforce work from Year 1 Term 1

Read and spell words ending in ck, ff, ll, ss, ng

Discriminate, blend and spell initial consonant clusters:

bl br cl cr dr dw fl fr gl gr pl  
pr sc scr sk sl sm sn sp spl spr  
squ st str sw tr tw thr shr

Common end clusters:

ld nd lk nk sk lp mp sp ct  
cold and talk think ask help lamp gasp act

ft lt nt pt st xt lf nch lth  
lift belt went kept fast next self bench health

Range:

Fiction and Poetry: traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures including playground chants, action verses and rhymes; plays.

Non Fiction: information books, including non chronological reports and simple dictionaries.