

## Primary 1 Newsletter & Home Learning- 13<sup>th</sup> November 2020

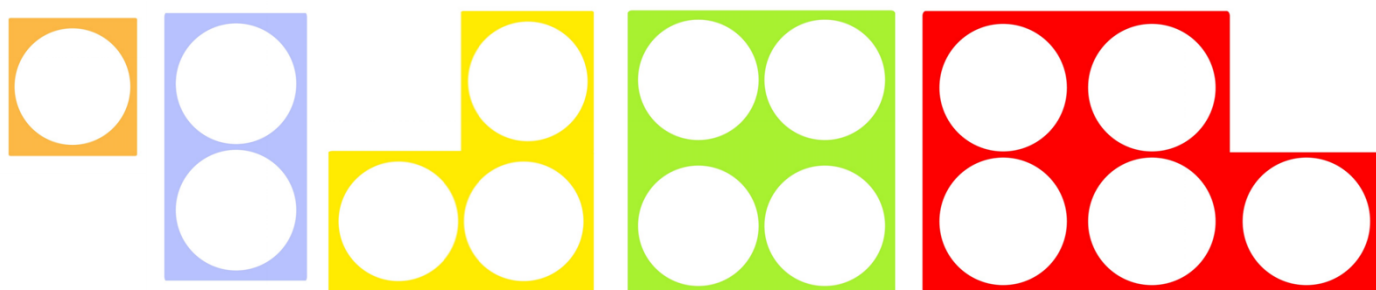
What a busy time we've had in P1! Over the past two weeks the children have been very busy learning about Bonfire Night, Remembrance Day and Diwali!



The children enjoyed doing more planting with some seeds and pots that were kindly donated and their seeds have already begun to sprout. Hopefully in the Springtime, after taking care of their individual plants, the children will have some bright orange Calendula flowers!



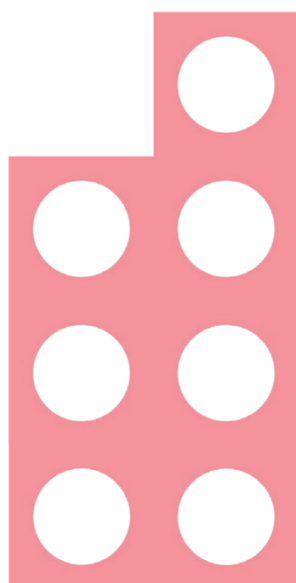
In order to continue to support the children with their understanding of number and value we regularly make use of a resource called **Numicon**. Numicon can be used in a variety of ways to build and develop children's understanding of what numbers stand for. Numbers 1-10 are represented by a piece of Numicon and multiple pieces can be used to represent any number. Please see below:



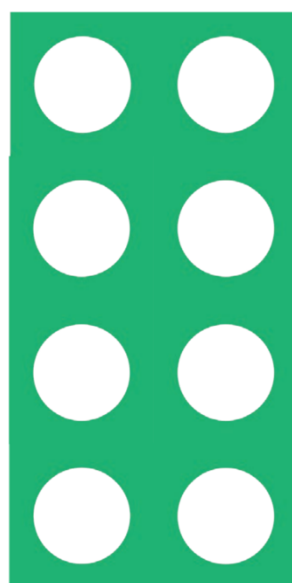
1                      2                                      3                                      4                                      5



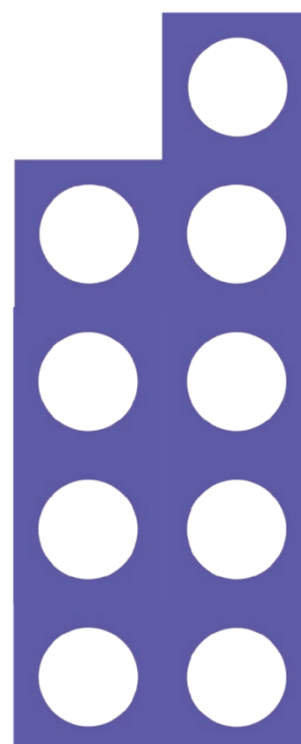
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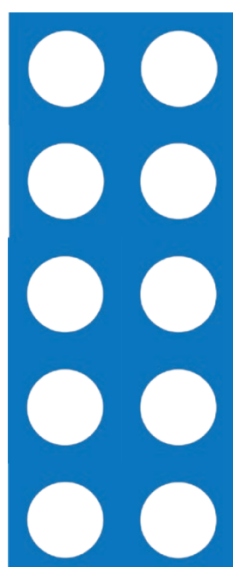
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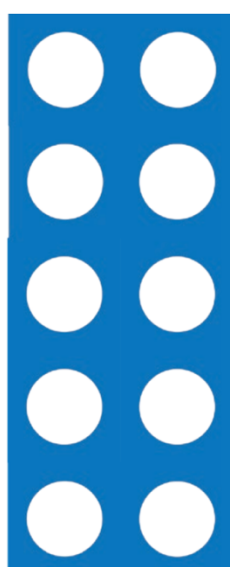
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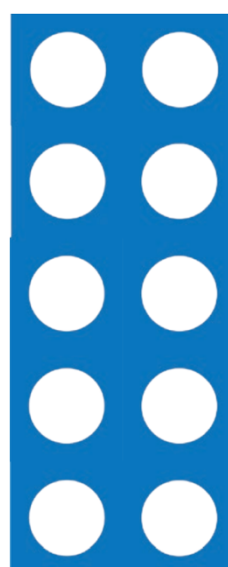
10



11



(10 + 1)



12



(10 + 2)



## Phonics

We have continued with our learning journey in Phonics and the sounds and letter names that have been taught so far are:

s, a, t, p, i, n, r, m, d, e, c, k,  
g, l, f, o, b, u, h, j, v, y, z, x

### Phonics Song

<https://www.youtube.com/watch?v=jPVbJ-IaHIw>



Next week we will begin learning the next block of sounds, which we will then share with you.

Within phonics sessions we focus on the **sounds** (phonemes) that the **letters** (graphemes) make. For example:

The **letter name** is 'z' and the **letter sound** is 'zzzzzzzzzzzz'.

During phonics the children have a try at making the sounds and writing the letters for the sound being taught.

We focus on **blending** sounds for **reading**:

"We can read the sounds. What is the first sound? h What about the next sound? aaaaaa And the last sound? t Now lets blend the sounds together."

hat → h.....a.....t, h...a...t, h.a.t → **hat**

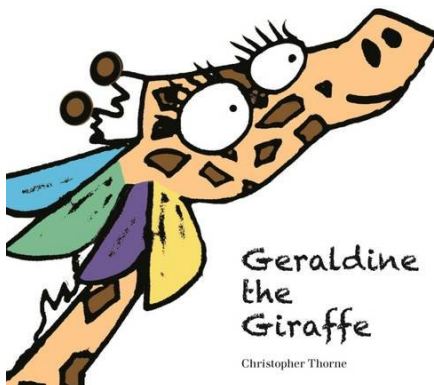
And we focus on **segmenting** words for **writing**:

"The word is **jam**. **STRETCH** the word out: jjjjjjaaaaaaaaaaaaammmmmmm. What sounds can you hear? What is the first sound? What is the middle sound? What is the last sound?"



**jjjjjj...aaaaaa....mmmmm- jam**

One of the resources we use to introduce new sounds to children is:



### Geraldine Giraffe

[https://www.youtube.com/watch?v=Oiu\\_YmW\\_Efk](https://www.youtube.com/watch?v=Oiu_YmW_Efk)

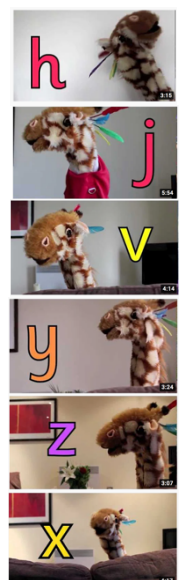
<https://www.youtube.com/watch?v=oHe1GoxTyEI>

<https://www.youtube.com/watch?v=Q8qkLEXh7Dc>

[https://www.youtube.com/watch?v=k8y4VsZIn\\_Y](https://www.youtube.com/watch?v=k8y4VsZIn_Y)

<https://www.youtube.com/watch?v=O6jgGvZ-3zQ>

<https://www.youtube.com/watch?v=ROYLRRdZ3R4>



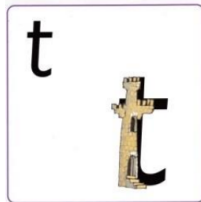
When teaching the children how to form the letters we use the following verbal patterns:



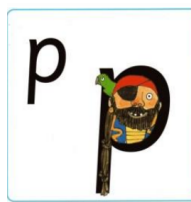
Slither down the snake.



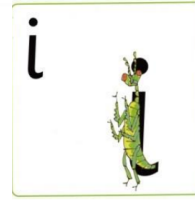
Around the apple and down the leaf.



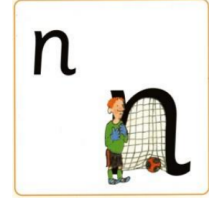
Down the tower, across the tower.



Down the pirates plait and around his face.



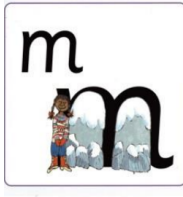
Down the body and dot for the head.



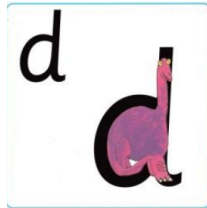
Down Nobby and over his net.



Down the robots back and curl over his arm.



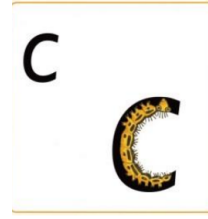
Down Maisie, mountain, mountain.



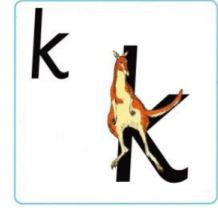
Around the dinosaurs bottom, up his tall neck & down to his toes.



Lift off the top and scoop out the egg.



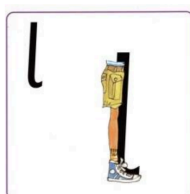
Curl around the caterpillar.



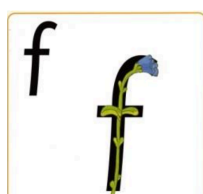
Down the kangaroo's body tail and leg.



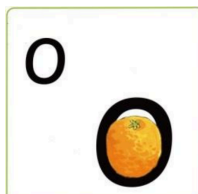
Around the girls face, down her hair and give her a curl.



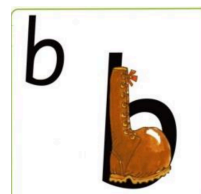
Down the long leg.



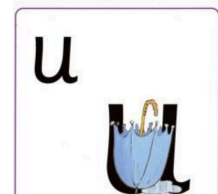
Down the stem and draw the leaves.



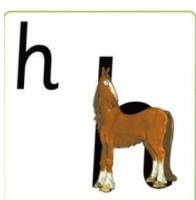
All around the orange.



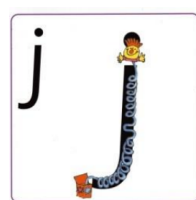
Down the laces to the heel and around the toe.



Down and under, up to the top and draw the puddle.



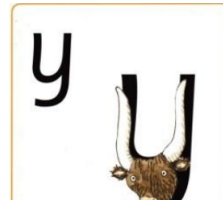
Down the head, to his hooves and over his back.



Down his body, curl, dot for his head.



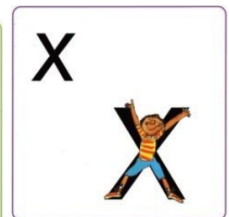
Down a wing, up a wing.



Down a horn, up a horn and under head.



Zig-zag-zig.



Down the arm and leg, repeat the other side.

As the children have learned enough sounds to begin **blending** for **reading**, each week we will be sending home:

### Green Words

Green words are words that children will be able to use their phonics knowledge to decode and read. Remember to **sound out** each letter before attempting to **blend** and **read** the word.

Now that we have introduced more sounds, why not try to make some new words of your own? You could enjoy doing this by using flour on a baking tray and using a finger to write the **Green Words**.



**We will also be practising in school and sending home:**

### **Red Words**

Red words are words that cannot be read using phonics strategies. These are words that children will have to learn to recognise and 'sight read'. They are **tricky words**.

You might even use your 'Super Sound Detective' skills to find, highlight or write the tricky words that you can see when looking at environmental print. Remember to say... "You're not so tricky, tricky, tricky, tricky!!"

You will find a copy of new sounds, green words and red words at the end of this newsletter. Please encourage children to cut these out to practise blending and reading.

Do speak with a member of the P1 team if you would like a printed copy from school.

### **At Home**

You can continue to support your child with their learning in many ways:

- Use cut-out **Numicon** to develop the children's understanding of number and value. Can they match the numicon to a given amount of objects? Are children able to match written numbers to the correct numicon pieces? In class we have been exploring numbers to 20 and children are becoming more and more confident with using multiple pieces of numicon to represent a number.
- Geraldine Giraffe Game- find an object in the house that begins with the '\_\_\_' sound.
- Now that our Oxford Owl online books are being allocated please read, read, read! Do remember that picture books can offer a wealth of opportunities to support children's reading comprehension, as well as creating many starting points for discussions around a story. With any of the children's books, do look for opportunities for children to spot their known sounds and tricky words within a book.
- The books available through the Oxford Owl online resource are a useful way of being able to share and track children's reading progress in school, but do be sure to supplement these books with stories and information texts that you know will interest your child. We want to foster a love of reading in all of the P1 children!

### **Upcoming Events**

**16<sup>th</sup> November-** Book Week Scotland

To link with our focus on Diwali we are hoping to explore some traditional tales from India.

**23<sup>rd</sup> November-** Global Showcase

Since the children will have learned lots about Diwali and traditional stories from India, we will be focusing on India for the International Showcase this year.

*Thank you again for all of your support and please remember to come and speak with us should you have any questions or concerns.*

*Mrs P-B, Mr Locksley and Sharon*

Phonics Home Learning Pack

Green Words:

hat

jog

vet

yum

zip

box

Red Words:

because

like

going

said

put

saw

Sounds:

h

j

v

y

z

x