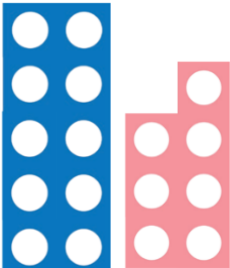


Primary 1 Newsletter & Home Learning- 27th November 2020

P1 have had an incredibly busy time during Book Week Scotland and Global Showcase Week! Last week our children continued on from Diwali, making Diwali cards and learning about the story of Rama and Sita amongst many other traditional tales from India. This week we have focused on learning more about India, including discovering where it is on the globe, what a day in the life of a child in India might look like, creating Rangoli and Mandala patterns, enjoying sensory exploration including tasting traditional Indian foods and smelling spices used in Indian cooking. The children have had so much fun learning about what life is like in India!

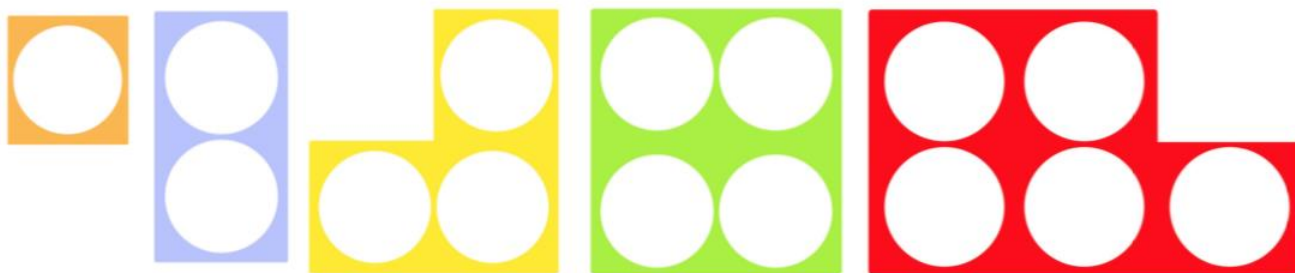


The children have been working so hard to develop their concept of number and we have been focusing on what **Numicon** pieces the children might need to 'make' numbers 11-20. For example,

One 10 and 7 more =  17

We have had 'Numicon Hunts' around the outside classroom and have challenged the children to write down the number that corresponds to the hidden Numicon pieces. The children also have continuous access to the Numicon and are encouraged to incorporate it into their play in order to develop their number awareness.

Numbers 1-10 are represented by a piece of Numicon and multiple pieces can be used to represent any number. Please see below:



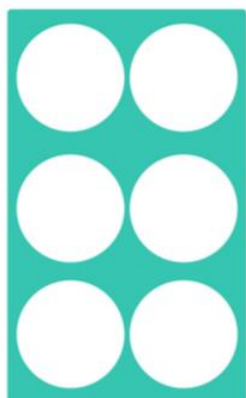
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2

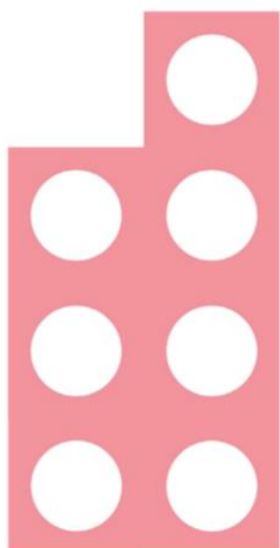
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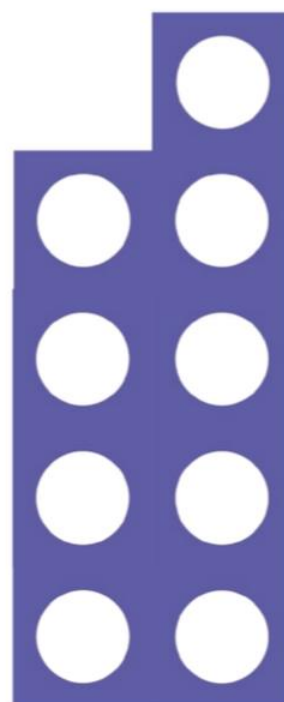
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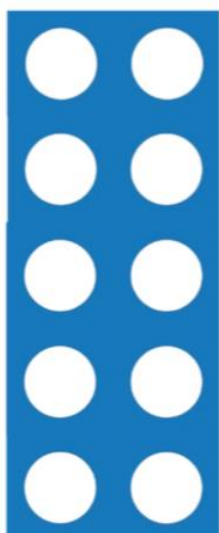
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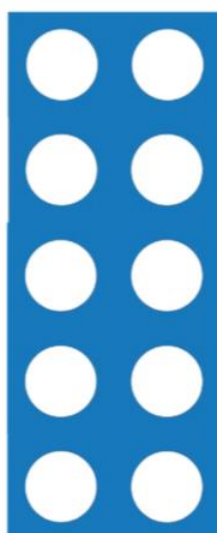
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9



10



11 (10 + 1)



12 (10 + 2)

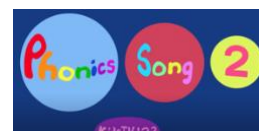


Phonics

We have continued with our learning journey in Phonics and the children have now learned all 26 letter sounds from the alphabet.

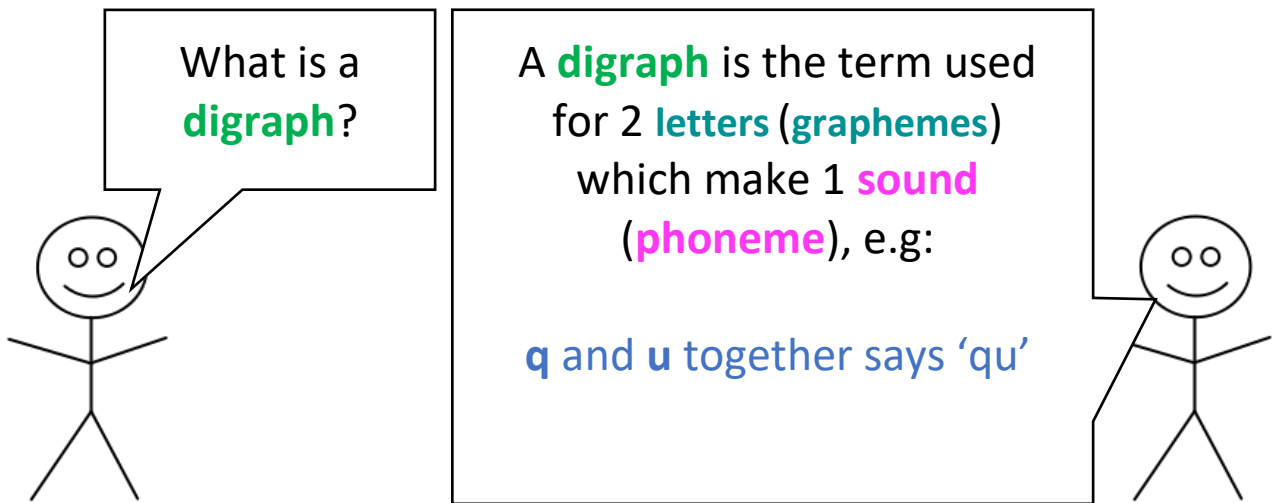
Phonics Song

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



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

Most recently the children have been introduced to their first **digraph**:



Once we have revised all of the taught sounds, we will continue learning more **digraphs**, 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 'w' and the **letter sound** is 'www'.

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? **w** What about the next sound? **i** And the last sound? **nnnnnn** Now lets blend the sounds together."

win → w...i...n, w...i...n, w.i.n **win** →

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

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



www...eee....bbbb- web

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



Geraldine Giraffe

<https://www.youtube.com/watch?v=5HfNo7Mtd7U>

https://www.youtube.com/watch?v=mYGGk0MH_xQ



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.



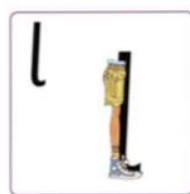
Curl around the caterpillar.



Down the kangaroo's body tail and leg.



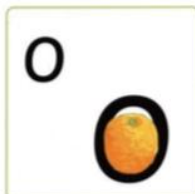
Around the girls face, down her hair and give her a curl.



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.



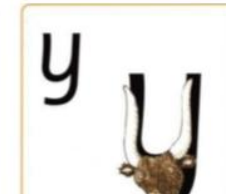
Down the head, to his hooves and over his back.



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.



Down, up, down, up.



Round her head, up past her earring, down her hair, and flick.

At Home

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

- Continue to encourage children to read and write their **Green Words** and **Red Words**.
- Please seek many opportunities to read, read, read! 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!
- A resource that we use in school to support with the teaching of Phonics is:

<https://www.phonicsplay.co.uk/resources/phase/2>



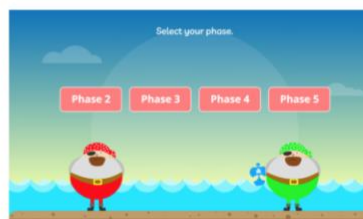
One of the games the children have enjoyed is 'Buried Treasure', where children have to **blend** and read the words shown on the gold coin, before deciding whether they are real or pretend words and placing the coins in the treasure chest or bin.



First select 'start'.



Then select 'Phase 2'.



Next choose 'Revise all Phase 2'.



Then the game will begin.



Upcoming Events

From 1st December- Christmas jumpers may be worn to school

11th December- School Christmas Dinner

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:

win

quiz

wit

quip

quit

wag

Red Words:

they

down

went

happy

his

her

Sounds:

w

qu