

Weekly Newsletter

W.B. 20.1.25

This week:

As part of **English** the children have continued their second cycle of story writing. This week we have focused on suffixes and looked at adding the suffix 's' and 'es' which changes a root word to either plural or a present tense verb. We have looked at the suffix 'ed' which makes words past tense as well as the suffix 'ing' which can make words present tense. At the end of the week, we then learnt about the suffixes 'er' and 'est'. The suffix 'er' is used for comparing and is called a 'comparative' adjective and the suffix 'est' is used for comparing more than two things and is therefore a 'superlative' adjective. For example, this cake is tasty, that bun is tastier but those sweets are the tastiest. The children had to look at different words and decide which spelling rule needed to be applied.

Spelling rules for s and es

When we add 's' or 'es' it makes the word plural - this means there is more than one.

It can also make words third person verbs - this means someone else or something else is doing something.

If a word ends in s, ss, sh, ch, x or z, ze, you add - es.

For example, hush = hushes
wash = washes

For all other words, just add 's'.

For example, cat = cats
mend = mends

Spelling rules for ed

Rule 1 - For words that already end in an 'e' - chop off the 'e' and add 'ed' onto the end.

For example, love = loved
like = liked

Rule 2 - For words that already end in a consonant followed by 'y', change the 'y' to an 'i' and add 'ed'.

For example, marry = married
hurry = hurried

Rule 3 - If the word is a CVC or CCVC word - we double the letter at the end.

For example, stop = stopped
hug = hugged

Spelling rules for ing

Rule 1 - If a word has a short vowel sound, then you double the last letter before adding 'ing'.

For example, shop = shopping
trim = trimming

Rule 2 - If a root word ends in 'e', chop it off and add 'ing'.

For example, bake = baking
dance = dancing

Spelling rules for er and est

Rule 1 - Words that end in 'e' - chop off the 'e' and add 'er' or 'est'.

For example, late = later and latest
wide = wider and widest

Rule 2 - Words that end in 'y', change the 'y' to an 'i' and add either 'er' or 'est'.

For example, happy = happier and happiest
early = earlier and earliest

Rule 3 - CVC or CCVC word - double the letter at the end and add either 'er' or 'est'.

For example, hot = hotter and hottest
glum = glummer and glumest

Can your child tell you the spelling rules for adding 's' or 'es'?
Can your child tell you what the suffix 'ed' and 'ing' do to a root word?

As part of **Maths** this week children have continued learning about capacity and volume. The children know that **capacity** is the amount of liquid a container **can hold** whereas, **volume** is the **amount of liquid in a container**.

We looked at some containers with different amounts of liquid in and predicted whether they would have less than 1 litre, more than 1 litre or approximately 1 litre. The children were fantastic at using what they have already learnt to make these predictions. After that, we completed some word problems based on capacity and volume.

Less than 1L	Approximately 1L	More than 1L
 	 	 

Can your child tell you how many millilitres is in 1 litre?

The children's topic this half term is 'Rio De Vida'. As part of topic lessons, children have continued their Science learning. They have learnt about the different habitats animals live in such as a pig living on a farm and a rabbit living in the woodland. The children then had to explain how to take care of an animal from the local habitat. They identified that a robin needs bird seed, water, a bath, fat balls and a home in order to survive in the Winter. After learning about different habitats and the needs of animals we then looked at pets. The children compared which animals can be kept as pets and discussed which classification groups they belong to. We completed a whole class tally chart whereby each child voted on the pet they have, recording it in the correct classification group. We then looked at life cycles and focused specifically on the life cycle of a frog.

Can your child remember which classification group was the most popular for a pet from their class tally chart?
 Can your child tell you the five stages of a life cycle of a frog?

Reminders:

Class 7 PE day (indoor and outdoor) is **Thursday**.
Class 8 PE days are **Wednesday (outdoors)** and **Thursday (indoors)**.
Class 9 PE day (indoor and outdoor) is **Thursday**.

Children need a t-shirt, shorts (for indoor PE), long trousers (for outdoor PE), trainers and a jumper in their PE bags.

Attendance for KS1:

Class 7 - 98.3%
 Class 8 - 97.6%
 Class 9 - 97.4%

Homework

Homework will mainly be handed out on a Tuesday. On the odd occasion it may be on a different day due to timetable changes. Please return homework on a Monday. Handing it on a Monday gives you the opportunity before the weekend to ask the teacher any questions so that you are clear of how to support your child if unsure. There is a tray in each class where the homework needs to be returned. Please ask the teacher where this tray is if unsure.

Spellings

No spellings were handed out this week as new groups will be given in the first week back.

Reading Diaries

Children in KS1 have all been provided with a Home Reading Diary. Please fill this in daily based on your child reading a couple of pages of a book or a whole book. Please return the Reading Diary to school each day and leave it in their book bags. There are books situated in the classroom for your child to take home daily. Reading is extremely important to your child's development so we really encourage your child to read a book or pages of a book daily. If you are unsure of your child's reading book colour then please ask your teacher.

Online Safety

The below has been taken from GOV.UK and is guidance based on "Support for parents and carers to keep children safe online".

While there are huge benefits to being online to stay connected to family and friends, the government recognises many parents feel concerned about the activities and content their children are accessing. This guidance outlines resources to help keep children safe from different risks online and where to go to get support and advice.

Keep your child safe online

It is important to have regular conversations about staying safe online and to encourage children to speak to you if they come across something worrying online.

Talk to your child about the importance of creating a safe online environment, including keeping any log-in details and passwords safe.

The below resource is designed to support you to talk to your child about a range of online safety issues, set up home filtering in a child-friendly way and set up age-appropriate parental controls on digital devices:

Parents' Guide to Age Ratings explains how the British Board of Film Classification rates content, and gives parents advice on choosing online content well <https://indd.adobe.com/view/edb6c04a-b984-4cd4-ab93-79ea28ac8298>

Thank you

Miss Payne, Miss Howes & Miss Aldam