

# 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, bush = bushes  
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

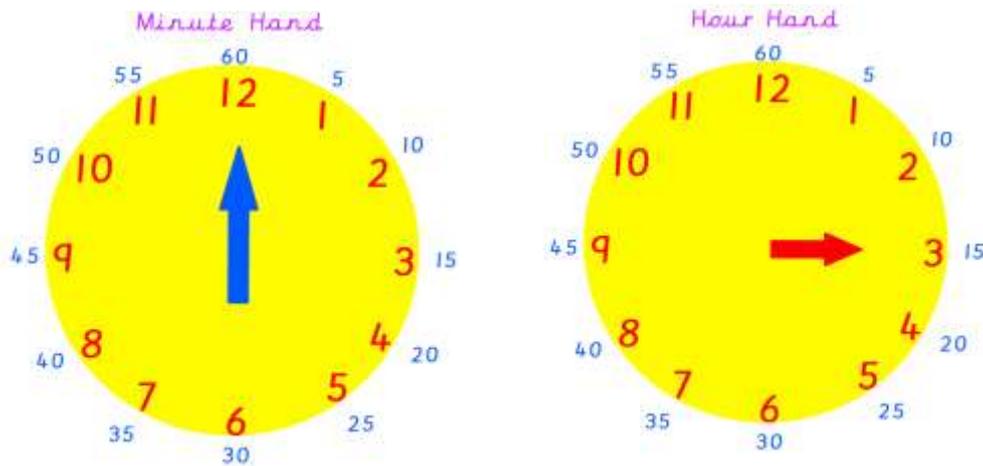
Rule 3 - CVC or CCVC word - double the letter at the end and add either 'er' or 'est'.

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?

In **Maths** this week the children have continued their work around space, shape and measure. The children have started looking at time. The children have been working on both analogue clocks and digital clocks, looking carefully at the minute hand and the hour hand to tell the time. The children have been measuring the time this week looking at o'clock, half past, quarter to and quarter past on both clocks. The children have loved this and have done so well!

Can your child tell the time at home?  
Can they tell you what the time will be an hour later?  
Can they tell you what the time will be half an hour later?  
Can they identify the hour hand and the minute hand on the clock?



*The minute hand is longer than the hour hand.*

In **Topic** this week the children have continued their topic called Rio De Vida. This week we have been exploring our science topic, looking at habitats. The children have looked at a range of animals and have had to match them to the correct habitat/micro-habitat, thinking carefully about why they think they are correct. We then moved our learning on to look at pets. Children were asked to consider how they may look after a pet at home, thinking about its food, exercise, basic needs such as sleep and any extra information they could think of based around looking after a pet. The children loved this and really enjoyed sharing their ideas and their own experiences of owning a pet.

Can your child tell you where certain animals live?  
Can they tell you what a micro-habitat is?  
Can they tell you how to care for a pet?

#### **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**