

Year 1/2 Level Newsletter



Dear Families,




Please find below a brief overview of the upcoming events in the 1/2 Level for the following two weeks. If you have any questions, please contact your child's class teacher.

All contact details have been included below.

Best regards,

The 1/2 Team

WEEKS 9 & 10	TERM 3	<u>BIRTHDAYS</u> 
Week 9 Monday the 4th to Friday the 8th of September Week 10 Monday 11th to Friday the 15th of September	September Birthdays- Peter A- 8th, Lucy W- 8th, Oliver DS- 17th, Eliah E- 26th	
SPECIALISTS	<p>The Specialist timetable has been included below for your reference. Year 1/2s will continue to go out as a level for sports on a Friday.</p> <p><u>1/2 SG</u> Monday- STEM Wednesday- Library, Performing Arts & Physical Education Thursday- Auslan</p> <p><u>1/2 J</u> Tuesday- STEM Wednesday- Performing Arts, Auslan & Library Thursday- Physical Education (<i>sports uniform</i>)</p> <p><u>1/2 DI</u> Tuesday- STEM Wednesday- Physical Education, Auslan & Library Thursday- Performing Arts</p>	
RELIGION 	<p>Over the next few weeks we will explore the role of prayer in our lives and the different types of prayers that we can use in conversation with God.</p> <ul style="list-style-type: none"> • prayers of thanks • prayers of petition • prayers of praise • prayers of sorrow <p>At home: Vary the different types of prayer during prayer time e.g commence with 'Thank you God for...'</p>	

<p>LITERACY - READING</p> 	<p>Weeks 9 and 10 we will continue reading about animals and identify the features of an information report. We will revisit conjunctions because, but so and 'and' and identify how these are used in texts to expand ideas.</p> <p>Our focus will very much be around practising presentation skills and learning how to read in front of an audience.</p> <p>At home:</p> <p>Support your child in reading texts in front of an audience, reminding them to project their voice, read at an appropriate pace and to look up at the audience (discuss opportune times in the text to do this- punctuation marks, when a section has been memorised etc) to maintain engagement.</p>
<p>LITERACY - WRITING</p> 	<p>Students will utilise the structures and sentence level work taught throughout the term to construct an information report about a chosen animal. They will include information about the following:</p> <ul style="list-style-type: none"> - Classification - Appearance - Diet - Habitat - Interesting Facts <p>At home:</p> <p>As you read non fiction texts discuss the information and a relevant subheading that it may fall under. Students have been taught that subheadings guide us when reading information and that the sentences below relate to the sub-heading. Collect facts about a chosen animal and encourage your child to generate a relevant subheading.</p>
<p>LITERACY - SPELLING</p> 	<p>Each week, the Year 1 and 2 students are divided amongst the Year 1 and 2 teachers for the first 20 minutes of the day so that we can teach the synthetic phonics program in a systematic manner.</p> <p>These are the concepts that we will be covering over the next few weeks. (<i>We will provide some further learnings and insights into one concept per newsletter so that our parent community can also engage with our students in what they are learning. We hope that this proves useful.</i>)</p> <p>Year 1 sounds & spellings for the next two weeks:</p> <ul style="list-style-type: none"> • UFLI Lesson 75 -le • UFLI Lesson 76 Ending Patterns Review (words ending with y making the /i/ and /ee/ sounds) & le at the end of words) • UFLI Lesson 77 ar /ar/ • Lesson 78 or, ore /or/ <p>Year 2 sounds & spellings for the next two weeks:</p> <ul style="list-style-type: none"> • UFLI Lesson 96 ou, ow /ow/ • UFLI Lesson 97 Vowel Teams & Diphthongs Review • UFLI Lesson 98 kn /n/, wr /r/, mb /m/

- UFLI Lesson 99 -s/-es (suffixes)

Parent Background Information

Below, you will find information taken from Debbie Hepplewhite's simple to complex Alphabetic Code overview. It is a great resource to explore the spelling options for most of the sound/spellings (also referred to as code) in our language.

*Letter 'w' preceding grapheme 'ar' alerts the reader to pronounce /or/: (w)ar – war, warn, wart, warder.

*The grapheme 'ou' for the sound /ou/ is never found at the end of a word.

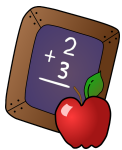
*'ough' is a rare grapheme as an /ou/ sound: bough, plough.

*Double consonants alert the reader to sound out the preceding vowel with its short sound.

*Some people would refer to ‘silent k’ or ‘silent g’; others prefer to say that ‘kn’ and ‘gn’ are digraphs for /n/.

/kw/ qu queen	qu quilt									*In English, the letter 'q' is always followed by the letter 'u' and together they represent two sounds /k/+/w/. Treat as one sound unit /kw/ (usually denoted /qu/) for both reading and spelling purposes when teaching in the early stages.
/ou/ ou ouch	ou shout	ow owl	ough plough							*The <i>grapheme</i> 'ou' for the sound /ou/ is never found at the end of a word. *ough' is a rare grapheme as an /ow/ sound: bough, plough.
/oi/ ointment	oi coin	oy toy								*The <i>grapheme</i> 'oi' is never at the end of a word except in 'coi carp'.
/yoo/ ue statue	-ue rescue	u unicorn	u-e tube	ew new	eu deuce					*Point out that the graphemes 'ue', 'ew' and 'u-e' are also spellings for the long /oo/ sound. *The 'u-' as in 'amusing' alerts the reader to pronounce the long /ue/ (yoo).
/er/ mermaid	er herbs	ir birthday	ur nurse	ear earth	wor world	schwa /er/ mixer	-our humour	-er theatre		*Letter 'w' preceding 'or' alerts the reader to say "wer..." as in: worm, work, worth. *er', 'our', 're' sound like a schwa /u/: sister, colour, centre.
/ar/ ar artist	ar star	alm palm	alf half	alv calves	a father					*Mention early on that some people pronounce some words with the 'a' grapheme as the /ar/ sound rather than the /a/ sound: path p- <i>ar</i> -th, glass g-l- <i>ar</i> -s.
/air/ air hair	air stairs	are hare	ear bear	ere where						*Teach /air/ along with phoneme /eer/ (below) as there are so many similar or identical graphemes representing /air/ and /eer/ phonemes. Teach the word 'their' as 'their things'.
/eer/ eer deer	eer cheer	ear ears	ere adhere	ier cashier						See /air/ above.
/zh/ television	-si vision	-s treasure	-z azure	-g courgette	-ge collage	note: *-y, *-ey, *-ie are pronounced between /i/ and /ee/ when these graphemes are word-endings so they appear in both /i/ and /ee/ rows.				**Progress to this sound from lessons in the /sh/ sound and its spelling variations. There are no words with the grapheme 'zh' and the letters zh denote the phoneme only.

MATHEMATICS



For the remainder of term we will be exploring Time, as in seasons, days of the week and months of the year..

At Home

- Discuss the weather and how it might be typical for the current season we are in.
- Identify which season has passed and what season is next.
- Order the days of the week and plan out a weekly timetable (on Monday's we go to swimming etc)
- Search origin of the days of the week (it is fascinating)

INQUIRY



We have commenced our dioramas and information reports on our chosen animal. We are in the midst of collecting lots of factual information and have started to write our information report, in readiness to edit it and present at our 'Celebration of Learning Day'.

At Home

Read about your child's chosen animal as this will help them in building a deeper understanding of the topic. This knowledge will prove useful for both reading and writing.

WELLBEING UPDATES

Week 9:

Year 1- Lesson 18 Emotional Performances

Year 2- Lesson 16 Mindful Time

Week 10:

Year 1- Lesson 19 Why are rules important?

Year 2- Lesson 15 Cooperation



Some dates for your diary-

Thursday the 14th of September- Walk for Tiwi, Footy Day, Sausage Sizzle

Friday the 15th of September- Whole school Mass followed by the Celebration of Learning. Final day for the term, 1pm finish time

12DI

Ms Natalie Dib - ndib@hfmw.catholic.edu.au - Monday - Wednesday

Miss Stephanie Italiano - sitaliano@hfmw.catholic.edu.au - Thursday & Friday

12SG

Mrs Chantelle Santamaria - csantamaria@hfmw.catholic.edu.au

Mrs Beverly Gilbert - bgilbert@hfmw.catholic.edu.au

12J

Mrs Samantha Johnstone - slong@hfmw.catholic.edu.au



Home Practice

New Concept and Sample Words
-le (apple)
table saddle settle meddle puzzle simple

New Irregular Words
people ♥

Word Work Chains
1. jiggle → wiggle → giggle → goggle 2. muzzle → puzzle → nuzzle → nozzle
Sample Word Work Chain Script
jiggle → wiggle → giggle → goggle 1. Write the word jiggle . [spelling] 2. Change the j to w . What word is this? [reading] 3. Change wiggle to giggle . [spelling] 2. Change the i to o . What word is this? [reading]

Sentences
1. The people jump in the puddle. 2. They will take the next shuttle.



Home Practice

New Concept and Sample Words	
ending spelling patterns review	
most told child	try why sky
baby happy lucky	table middle jungle

Review Irregular Words
both, four, fourth, forty, people ♥ ♥ ♥ ♥

Word Work Chains
1. child → wild → mild → mind 2. try → cry → pry → fry
Sample Word Work Chain Script
child → wild → mild → mind 1. Make the word child . [spelling] 2. Change the ch to w . What word is this? [reading] 3. Change wild to mild . [spelling] 4. Change the l to n . What word is this? [reading]

Sentences
1. It was cold at the lake by four. 2. The puppy sits by the nice woman.



Home Practice

New Concept and Sample Words
ar
far star card harm mark sharp

New Irregular Words
pretty ♥

Word Work Chains
1. cart → part → mart → smart 2. bark → dark → park → spark
Sample Word Work Chain Script
cart → part → mart → smart 1. Make the word cart . [spelling] 2. Change the c to p . What word is this? [reading] 3. Change part to mart . [spelling] 4. Add s at the beginning. What word is this? [reading]

Sentences
1. The game will start at four. 2. You could make a pretty scarf.



Home Practice

New Concept and Sample Words
or, ore
fork sort storm core score shore

New Irregular Words
nothing ♥



Word Work Chains
1. sort → fort → port → sport 2. sore → more → core → score
Sample Word Work Chain Script
sort → fort → port → sport 1. Make the word sort . [spelling] 2. Change the s to f . What word is this? [reading] 3. Change fort to port . [spelling] 4. Add s at the beginning. What word is this? [reading]

Sentences
1. There was nothing at the store. 2. I went to get a fork for my pork.



Home Practice

New Concept and Sample Words	
ou	ow
out	now
loud	town
sound	frown
mouth	crowd
<small>*Note: A diphthong is a vowel sound that glides. OU and OW are diphthongs. OU can come at the beginning or middle of a word. OW can come in the middle or end of a word.</small>	

New Irregular Words
eye, heart  

Word Work Chains
1. now → cow → how → vow 2. found → bound → pound → round
Sample Word Work Chain Script
now → cow → how → vow 1. Make the word now . [spelling] 2. Change the n to c . What word is this? [reading] 3. Change cow to how . [spelling] 4. Change the h to v . What word is this? [reading]

Sentences
1. Her heart was pounding hard. 2. Can you keep your eye on the brown cow?



Home Practice

New Concept and Sample Words
vowel teams and diphthongs review
flower pointed without downhill crawling background

New Irregular Words
N/A

Word Work Chains
1. raw → jaw → joy → boy 2. frown → drown → down → gown
Sample Word Work Chain Script
raw → jaw → joy → boy 1. Make the word raw . [spelling] 2. Change the r to j . What word is this? [reading] 3. Change the aw to oy . What word is this? [reading] 4. Change joy to boy . [spelling]

Sentences
1. My drawing won first place in the contest. 2. They found a toy on the playground.



Home Practice

New Concept and Sample Words		
kn	wr	mb
know knife knock	wrap wrist wrote	limb numb crumb
<p>*Note: KN, WR, and MB all include silent letters. The K is silent in KN. The W is silent in WR. The B is silent in MB. KN and WR can only come at the beginning of a word. MB can only come at the end of a word.</p>		

New Irregular Words
about ♥

Word Work Chains
1. know → knew → knee → kneel 2. wrote → write → writes
Sample Word Work Chain Script
know → knew → knee → kneel 1. Make the word know . [spelling] 2. Change the ow to ew . What word is this? [reading] 3. Change the ew to ee . What word is this? [reading] 4. Change knee to kneel . [spelling]

Sentences
1. What will you write about? 2. Did you knit that blue scarf for your sister?



Home Practice

New Concept and Sample Words	
suffixes -s, -es	
-s	-es
stars (noun) mounds (noun) plays (verb) throws (verb)	dishes (noun) classes (noun) mixes (verb) teaches (verb)
<p>*Note: A suffix is added to the end of a word. Nouns are words used to identify people, animals, places, and things. The suffixes -s and -es change nouns from singular to plural. Verbs are action words. The suffixes -s and -es can be added to verbs to change the tense.</p>	

New Irregular Words
answer ♥

Word Work
1. cloud → clouds (noun) 2. beach → beaches (noun) 3. show → shows (verb) 4. fix → fixes (verb)
Sample Word Work Chain Script
cloud → clouds 1. Make the word cloud . [spelling] 2. Add the suffix -s at the end. Read the new word. [reading]

Sentences
1. They need to bring the boxes outside. 2. My new job at the market starts next week.