

YEAR 1 BULLETIN

TERM 2 - Week 10

We have been learning about...

OUR BIG IDEA –

‘OUR SCHOOL LOGO IS DECIDED UPON AND REPRESENTS US IN OUR LOCAL COMMUNITY’

We continue to explore various texts and discuss symbolism. The children are quite familiar with the term ‘represent’ and it so exciting when they are using it as part of their vocabulary. Our learning has led us to exploring living and non-living things. Exploring non-fiction texts and how to use the text features, including headings, sub headings, contents, index and glossary, has been a major focus.

SPELLING

All the children have been given a spelling journal. The journal has two sections – regular words and irregular words. Learning to spell is a complex process and many experts consider this to be even more difficult than learning to read. In order to spell, the speller must translate spoken words into printed symbols. To each speech sound in a spoken word, a speller must attach a written letter or letters. However the challenge is, knowing which letters to use to represent the speech sounds. Good spellers possess an orthographic memory. This orthographic memory is more specific than visual memory; it is specific to remembering letter patterns and words. Phonological awareness plays a major role here. Good spellers know not only how sounds are represented in language but also how words should look.

Our spelling program is designed by us specifically to suit the needs of our students. We are guided by research. Relying simply on commercially produced programs is not sufficient in equipping students with the skills needed to be good spellers. We adopt a multisensory approach to spelling whereby we encourage our students to learn to spell regular and irregular words using all senses – visual, auditory and kinaesthetic.

Regular words are spelled the way they sound. Some regular words contain sounds with indefinite spellings, such as, /k/, which can be spelled *k*, *c* or *ck*. We guide students to discover generalizations about the use and frequency of letter patterns.

Irregular words have unexpected spellings. A word may be irregular for one or two reasons:

- 1) Its orthographic representation does not match its pronunciation (e.g. *would*, *eight*, *because*)

OR

- 2) It contains an infrequent orthographic representation of a speech sound (e.g. the spelling of vowel sounds in *beach*, *train*, and *soap*)

We have been working on identifying strategies that will help us to learn to spell irregular words. The words *Because* and *after* have prompted many discussions about effective strategies. Some ways the children have identified include:

because – bee-e-cat-t+use

after – “I know how to write afl so I take off the ‘l’ and then add ‘ter’”.

As mathematicians we have been exploring reasons for counting and discussing efficient ways of counting. Counting by 2's, 5's and 10's have been identified as efficient ways to count larger groups of collections.

As writers, the children have been exposed to diary writing. They have loved listening to Jackie French's series on 'Diary of a Wombat'. They have been committed to writing their own diaries and can't wait to share them.

What you can do at home:

Read non-fiction texts related to your child's interests and help them use the features to gain meaning. Count collections. Encourage efficient ways of counting and share reasons for their choice.

BOOK YOUR PARENT TEACHER INTERVIEW on COMPASS.

Days for the interviews are on Monday and Tuesday of next week. You will NOT be able to book an interview time after Monday.

We look forward to seeing you all to discuss your child.

Have a great week!

The year 1 Team