Dear Parents and Carers,

We would like to share some of the great work that the Grade 1 students have been doing in class. We have attached some information about ways to support your child in Reading, Writing and Maths at home (optional) based on some of the work we have been doing in class this semester.

Grade 1’s have certainly been enjoying the writing block! We would love to boost their enthusiasm even further. We would greatly appreciate you helping us out if you get a chance to discuss and assist your child with the information below.

In term 1 we set up our ‘community of writers’ and explored adding ideas and entries into our ‘Writer’s Notebooks’. The focus was around writing about ‘things in our lives’.

Now in Term 2 some of our writing lessons are ‘free choice’ writing and some are exploring narratives (stories).

We are currently learning about planning a story and then moving into drafting and then aiming to move through the writing process and publishing a piece of work by the end of term. Part of this work will also be focusing specifically on making ‘our sentences flow and our word choice (WOW words) to entertain the reader.’

You can easily make a ‘plan’ for a story at home with a piece of paper folded in four. Your child can show you.

It should look something like this:

<table>
<thead>
<tr>
<th>Characters (no more than 2 at this stage – trust us! ☺️)</th>
<th>Setting (1 or 2 ‘places’ is also good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem/Exciting</td>
<td>Ending/Resolution</td>
</tr>
</tbody>
</table>

Picture or words or both is great.

**Importantly:** ask your child to ‘tell’ you their story. Developing their vocabulary and experimenting with their sentence ‘flow’ and ‘wow words’ is so powerful! Making a plan initially may take some time. You may be surprised at how quickly they’ll pick it up and then you may be lucky enough to have your house filled with plans!

We will send you some more information about ‘drafting’ and going to the next step throughout the term. You child may even fill you in before that.

PS. We would love your child to share what they plan back at school if they want to as well.
In **Maths** we have been learning about addition and subtraction.

One of the main areas we have focused on is making and telling number stories to 10 and 20.

Ways your child can practise their skills at home are:

Using 'materials' like pasta shells, lego, matchbox cars, marbles, icy pole sticks, craft materials to make and show you number stories. They have enjoyed being creative at school. E.g. I had 20 ‘chocolate cakes’ and I gave 5 to my friend, I had 15 leftover.

Vertical recording has been part of their work also.

\[
\begin{align*}
20 & - 5 \\ 
& = 15
\end{align*}
\]

Once these skills are practised, trying to automatically remember number facts like 20 take away 4 equals 16 are great conversations/skills to build if you get time. Live Mathletics is great for building up these skills too. ([www.mathletics.com.au](http://www.mathletics.com.au))

Counting backwards from 20. Knowing ‘doubles facts’ like 5 and 5 makes 10 and ‘friends of ten and twenty’ are great too. E.g. 6 and 4 makes 10, 16 and 4 makes 20. Loose paper, mini whiteboards and textas for practising are good too.

**Reading.**

Our reading strategies work has been based around ‘unlocking the keys to tricky words’. When your child gets to a word they don’t know they have been shown these strategies:

1. Look at the picture.
2. Look at the beginning letters, say the first sound and think about the picture.
3. Look for what you know inside the word (chunks, patterns, blends).
4. Slide your finger along the word as you sound out the letters and chunks.
5. Cover up part of the word and sound it out in sections.
6. Skip the word and read the rest of the sentence. Come back and try to figure out what word would make sense and matches the letter in the word.
7. Try another word if the guess word doesn’t make sense, sound right or look right.

Reading picture story books together and discussing the characters, setting, problem, exciting and ending supports understanding and the link to writing as well.

Talking about what your child thinks the purpose of the book was is great too. Was the author trying to entertain the reader? Inform the reader? Persuade the reader?

Talking about whether a book is fiction or non fiction is also a great idea.

Thank you for your support.

Any questions – pop a note in the diary.

Kind regards,

The Grade 1 team.