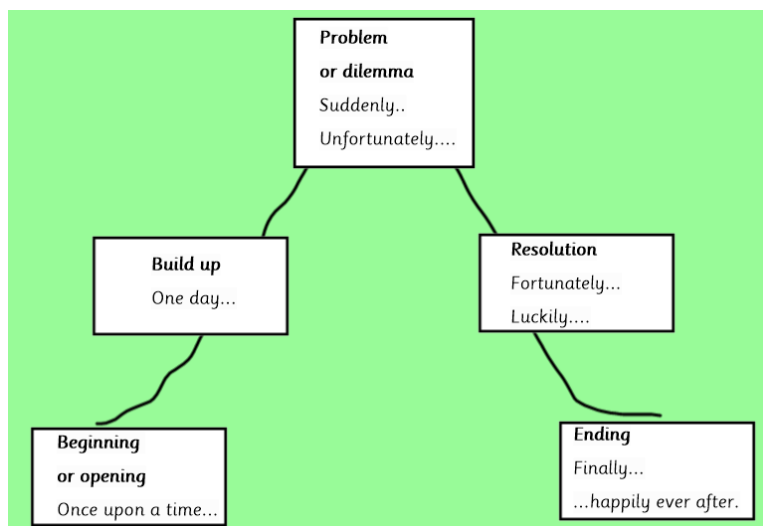


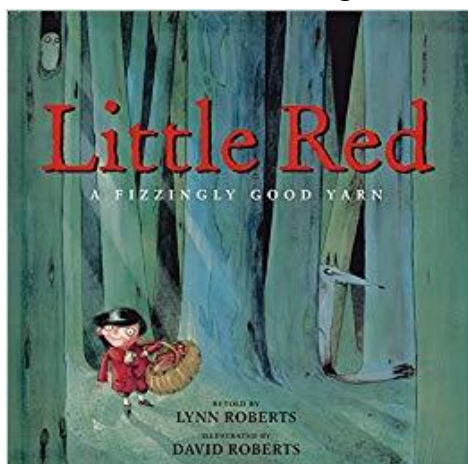
## Dear Parents

In Spring 1, Year 1 will be learning all about traditional tales.

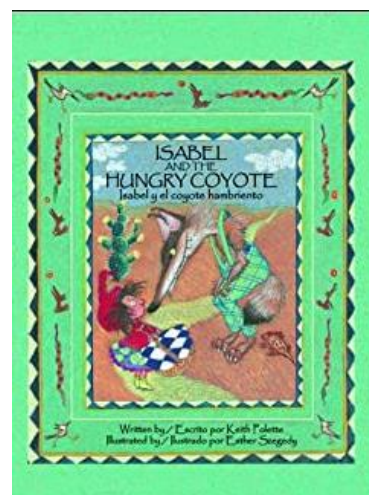
In English, we will be looking at a range of traditional tales such as The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk, The Gingerbread Man and Little Red Riding Hood. We will be looking at how all traditional tales are written in the same way starting with a beginning such as "Once upon a time...." Next, the characters and setting of the story are introduced in the "build up". This also sets out the beginning of the problem and usually starts with "One day...". The main part of the story is the problem or dilemma, which normally starts with "Suddenly...." or "Unfortunately...". The next part of the story is the resolution that is introduced normally with "Luckily..." or "Fortunately...". The last part is the ending which normally finishes with "...they all lived happily ever after."



The books we will be using are "Little Red" by Lynn Roberts-Maloney, "Isabel and the Hungry Coyote" by Keith Polette. These are alternative versions of Little Red Riding Hood.



We will be continuing to focus on writing a sentence with a capital letter at the beginning, finger spaces between each word and a full stop at the end. We will be learning how to make our writing more interesting by using questions and exclamations. We will also be looking at making our writing more interesting by joining sentences together with the



conjunctions "and", "but" and "because". We will also be learning about how to read and write contracted words using omissive apostrophes such as "I'm", "wasn't", "don't", "I'll", "you've".

The website Espresso has many videos to help explain these to your child and the links are below. Your child has already been given his/ her own password for this website.

### 1. Using finger spaces

<https://app.discoveryeducation.co.uk/learn/player/b11a3e6d-ef29-4671-8e69-cc18c51acd29>

### 2. Capital letters and full stops

<https://app.discoveryeducation.co.uk/learn/player/e209e37b-70f8-4c2d-925f-78eadee6ea49>

### 3. Using the conjunction "and" and "but" to join two sentences together:

<https://app.discoveryeducation.co.uk/learn/player/be8859b2-68b5-415a-a922-fa900890c16e>

<https://app.discoveryeducation.co.uk/learn/player/348a8b39-497a-43a3-8d1f-90552fbb4200>

### 4. Using question marks and exclamation marks:

<https://app.discoveryeducation.co.uk/learn/player/09e527b5-0603-4d9d-a001-e60742bbb08c>

### 5. Using omissive apostrophes:

<https://app.discoveryeducation.co.uk/learn/player/6ed835af-b448-45e8-8264-0de992b8a5bb>

## 6. Adding suffixes – ing and –ed to words

<https://app.discoveryeducation.co.uk/learn/player/Odd4e4c5-d1a6-4d1b-b17c-11efa0ac8c21>

Some of the vocabulary might be new to your child so please help him/her with learning to understand these words:

<b>inn (an old fashioned hotel)</b>	<b>ginger beer (a fizzy drink made with ginger)</b>	<b>encounters (meetings)</b>	<b>highwayman (someone who stole money from people travelling on the road)</b>
<b>keg (a container)</b>	<b>ferocious/fearsome (scary)</b>	<b>drooling (dribbling saliva from the mouth)</b>	<b>terrific pace (very fast)</b>
<b>short-sighted (can't see very far)</b>	<b>drapes (curtains)</b>	<b>disguised (dressed up to look like someone else)</b>	<b>pounced (jumped on something)</b>
<b>wig (pretend hair)</b>	<b>darkened room (the room was very dark)</b>	<b>crooned (sang quietly)</b>	<b>guzzled down (drank really quickly)</b>
<b>tottered (stumbled about)</b>	<b>woolly stockings (long thick socks)</b>	<b>embarrassing (nervous or uncomfortable)</b>	<b>aftereffects (consequences)</b>
<b>coyote ( type of wolf that lives in America)</b>	<b>prowled (to walk backwards and forwards looking for something)</b>	<b>churned (moved around quickly)</b>	<b>inched closer (moved closer slowly bit by bit)</b>
<b>valley ( a low area of land between hills or mountains)</b>	<b>adobe house (a house made from mud bricks)</b>	<b>tamales ( a Mexican dish made of flatbread filled with meat)</b>	<b>quivering (shaking)</b>

We will continue to use **Little Wandle Letters and Sounds (revised)** phonics scheme to teach your child phonics. The Little Wandle Letters and Sounds (revised) website has lots of really helpful information about the phonemes that we teach in Year1 with videos showing how to pronounce all of the different sounds.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

This really helpful link [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw) has videos of lessons teaching all the phonemes in the order that they are taught. Look for Autumn Term Year 1 lessons, select Play All and then scroll down to Lesson 1.

Also find below another useful link to the Espresso website which with games and activities which will help the children with learning all the phonic sounds that they need to know by the end of Year 1 (Phase 5 Letters and Sounds):

[https://app.discoveryeducation.co.uk/learn/channels/channel/88a51a48-587e-4fef-af49-b069191cdd77?embed=false&embed\\_origin=false](https://app.discoveryeducation.co.uk/learn/channels/channel/88a51a48-587e-4fef-af49-b069191cdd77?embed=false&embed_origin=false)

We will be assessing the children this term on reading and writing the first 100 high frequency words. The children need to know how to read and write these by the end of Year 1. Please help your child to practise reading and spelling these words. Please find below a link to Espresso which will help them with reading and spelling these words:

<https://app.discoveryeducation.co.uk/learn/search?q=high%20frequency%20words>

Many thanks  
Year 1 team