



# YEAR R NEWSLETTER 27.4.2026

Last week we started out topic focusing on Growing and learned about changes in Spring. following, the children's interests we also learned about the life cycle of a frog. This week we will be exploring a traditional tale 'Jack and the beanstalk in drawing club. We will begin to plant seeds to grow our own vegetables and flowers.

## Maths– To 20 and beyond

This week we are continuing our consolidation of numbers from 1 to 20 by finding missing numbers, saying which number is one more and one less. The links below provide some fun games to practice ordering and sequencing numbers.

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

<https://pbskids.org/curiousgeorge/busyday/apples/>

<https://www.bbc.co.uk/bitesize/articles/zd4b382>

## Warm weather

With the weather forecast showing warm, sunny weather this week, please apply suncream to your child before school and provide them with a sun hat (**named**). As always make sure that they have a water bottle at school, and we will fill this up if they finish their water.

## School Website

We are currently having a bit of trouble with the YR page on the new school website. Apologies if you can't access some documents and information. We hope that this will be rectified soon.

## Phonics

Over the next two weeks we will be learning:

This week we are learning: Chapter 3 Set 4

 <p>Archer the star ar dark</p>	 <p>Gordon the horse or morning</p>	 <p>Kurt the turtle ur surf</p>	 <p>Merlin the gerbil er herb</p>	 <p>Ryder the spider (schwa ending) er better</p>
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Phonics Shed

### Early Learning Goals

This week's focus is :  
Literacy

### Literacy

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Literacy is a **specific** area of learning and will be more recognisable as a subject area in the curriculum. The Specific Areas of Learning cannot be developed alone and rely on the skills gained in the **Prime Areas of Learning** already shared in previous weeks eg. if your child is finding it difficult to achieve the speech and language goal then it will be very difficult for them to reach other goals which require them to explain to show their understanding eg. comprehension

### **Literacy:**

This area is divided between 'Comprehension', 'Word Reading' and 'Writing'. Each of these sections focuses on different skills relating to reading and writing development.

**Comprehension** refers to children understanding and comprehending the words they read or hear. It's a necessary skill for both reading and writing and it starts from birth. Language comprehension mainly develops when adults talk with children about the world around them, explaining things, answering questions and giving examples of words. Reading books to children - whether they're fictional stories or facts and non-fiction - and sharing rhymes, poems and songs together will promote this development further as children grow. This can be a crucial stage for children, as keen work here may develop a life-long love of reading.

### Top tips to support your child's **Comprehension** at home:

- Use a book that **an adult reads** so that the child is focussing on the story not the 'mechanics' of reading.
- **Be a "Story Detective"**: Look at the front cover and pictures together to guess what the story is about before reading.
- **Talking about the pictures** is key. Not only can children tell the story using just the pictures, but they provide clues about what the text might say.
- **Connect to Their Lives**: Relate the story to their own experiences (e.g., "Remember when we went to the park like the character in the book?").
- **Ask Open-Ended Questions**: Instead of just "yes/no" questions, ask "Why do you think the character did that?" or "How do you think they feel?"
- **Focus on Vocabulary**: Explain new or interesting words and try to use them again in conversation.
- **Reread Favourites**: Re-reading books helps children understand the story structure deeper and builds confidence.
- **Act it Out**: Use toys or act out scenes to help your child remember and better understand the story.

**Word reading** involves the speedy working out of the pronunciation of unfamiliar printed words based on the sounds of each letter, which is called 'decoding'. They should also be learning the speedy recognition of familiar printed words.

### Top tips to support your child's **Word Reading** at home:

- Read the **assigned Phonics book** at least three times a week. **Re-reading** the same pages or books more than once builds confidence. If your child has had to work out a lot of words on a page, re-reading it to them, pointing to each word as you go provides a good model of how to read and helps consolidate learning
- Practise the **high frequency words**
- Remind your child to **point at the words** they are reading themselves
- If they are still sounding out every word tell them to **sound out in their head**. Then they should sound the word out silently and tell you the word when they have read it. If they get the word wrong, ask them to sound it out loud so you can help them with any sounds that they haven't got.
- Encourage them to **use clues in the pictures** or the rest of the sentence to read new words before telling them the word.
- **Read everything!** Encourage reading various texts—signs, lists, cards, recipes, comics.

**Writing** involves transcription, including both spelling and handwriting. It also involves composition, where children articulate ideas and structure them in speech, before writing.

Refer to physical development in last week's newsletter which will support them with writing also.

### Top tips to support your child's **Writing** at home:

- Encourage the **correct letter formation**. Use the videos that were shared with you on Tapestry showing the formation of each letter. Tracing books are not very useful for letter formation because children may begin the letter in the wrong place and then they are practising mistakes. However, if an adult is supervising this and working with the child to begin correctly it can help the child.
- **Make Writing Meaningful & Fun:** encourage your child to do lots of different writing, lists for the shops. filling in cards for friends, thank you notes, labels for things in the house.
- Make sure there are **tools available** for them to write with and on, paper, card, pencils, crayons, pens

If you have any concerns about your child's Literacy or would like more ideas about how to best support your child, then please get in touch with me via the school office.

**Thank you for your continued support.**