



Tackley C of E Primary School

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Dear Parents/Carers

Nethercote Class Letter – Spring Term 2020

Happy new year everyone! I hope you all had a lovely Christmas and are ready for the new term.

This term our topic is 'Carnival of the Animals'. We will be learning about different animals and their habitats around the globe. This will help us to name and locate the world's continents using maps, atlases and globes. In English we will be learning how to write instructions, letters and recounts. In Maths we will be learning multiplication, division, fractions and measuring height, weight, volume and time.

The expectation is that all children will hand in 6 pieces of topic homework between now and the end of the Spring Term. They can choose the tasks that appeal to them and are welcome to add their own ideas to the grid they bring home. We appreciate your help and support in encouraging and working with your children to complete the tasks. Hopefully they will prove fun and not too time consuming. Please do let me know if you have any questions. At school children will be taught a spelling pattern/rule each week, they will have the opportunity to practise these spellings in school time.

It is an expectation that children are read with regularly at home (both reading themselves and being read to). Please record when whole books are finished in your child's reading diary. Reading is the most important thing you can do at home.

Maths homework is changing across the whole school this term. Please see the letter for details.

Good knowledge of times tables makes Maths a lot easier for pupils so please encourage your children to make good use of Times Tables Rockstars.

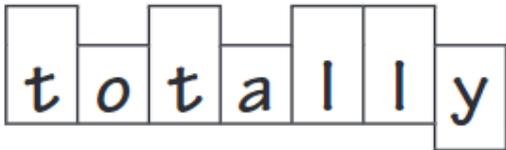
PE will continue to be on Monday, please try to ensure your child has the correct kit with them so they can take part. Year 2 will be swimming this term on a Tuesday morning, so will also need to bring their swimming kit.

Please do get in touch if you have any questions or queries.

Kind Regards

Miss Palmer
Nethercote Class Teacher



<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;">  </div>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

<p>Symbols Find and copy examples of Monarchs' signatures. Can you create a magnificent, Tudor-style moniker of your own with a signature to match?</p>	<p>Jokes Do you have horrible humour?! Write some 'Knock-Knock' or 'What do you call a...?' about grisly Tudor facts.</p>	<p>Crimes What crimes occurred in Tudor times? What were the punishments?</p>
<p>Crossword Create a Crossword using key words from what you have learnt about the Tudors. It should have a minimum of 15 words.</p>	<p>Fact File Create a fact file on Henry VIII or one of his wives.</p>	<p>Disease Pick a disease that was rife in Tudor times and create a poster giving information about it.</p>
<p>Food Create a menu for either: a) A feast at the Royal Palace, or b) A day in a normal person's house. Use the internet to research the sort of food that people ate.</p>	<p>Explorers Tudor times were a great era of sea voyages and global explorations. Find out the names of some Tudor explorers and the new product they brought home. Be creative in how you record your results.</p>	<p>Create a Tudor Vogue Magazine cover What were women of the time wearing? What colours and fabrics were fashionable?</p>
<p>Jewellery Make a Tudor brooch, ring or headdress and take a photo of yourself wearing it.</p>	<p>Models Create a 3D model of the Tower of London.</p>	<p>Portraits Paint or draw a portrait of someone in your family. Embellish the picture with different materials to add interest and texture.</p>

