

Welcome to Year 1



Mrs Bond
Teacher

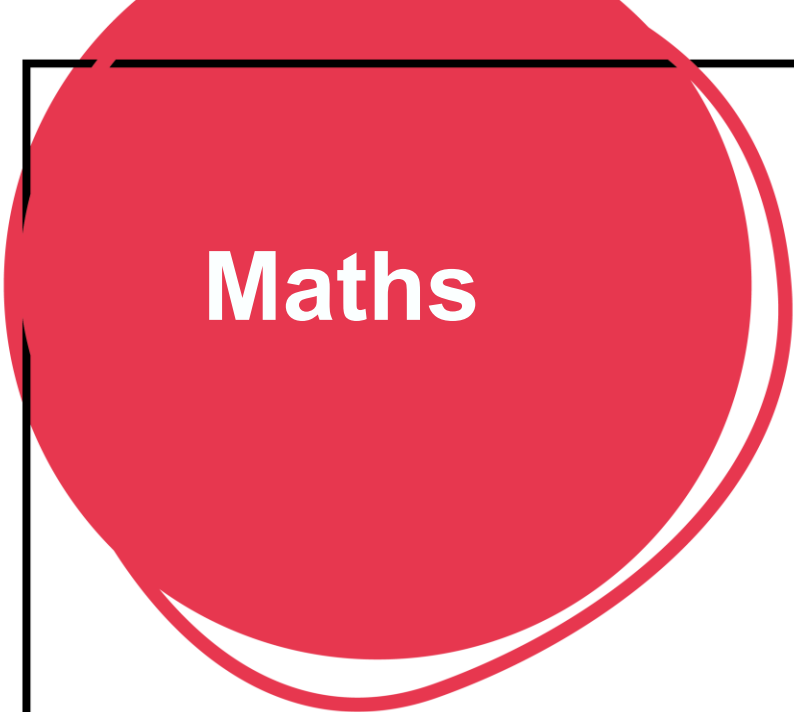


Mrs Trillow
TA

Curriculum areas



- Pupils will now be engaging with explicit subject areas which are different to the early years foundation stage.
- These include English, phonics, guided reading, maths, science, history, geography, art, design technology, computing, music, RE, PE and PSHE.
- Our topics this year are:
 - Autumn: Beside the Seaside
 - Spring: Dragons and Dinosaurs
 - Summer: Our Wonderful World
- Curriculum bulletins can be found on the class webpage

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Maths

For Mathematics this term, the children will be covering the topics of place value, addition and subtraction and shape.

In Year 1, the children will be consolidating their understanding of place value within 10 by comparing and ordering numbers on a number line. They will be able to say one more and one less than for any number within 10. They will be practicing number bonds to ten in order to solve addition and subtraction problems. For shape, the children will be recognizing and naming 2D and 3D shapes and will be able to sort them according to their properties. They will explore making patterns with 2D and 3D shapes.



English

Reading:

As part of our 'Take one Book' programme the children will be reading "Grandma Bird" by Benji Davies and 'Boundless Sky' by Amanda Addison. The books will support the children to develop their comprehension skills.

Writing:

This term, year 1 and 2 the children will be writing linked to their topic and inspired by familiar stories. Our first pieces of writing will be what to pack for the beach and what to do at the beach. We will then be writing linked to the book Elf Chase and Father Christmas after half term. They will continue to develop key skills in writing, including, handwriting, spelling, punctuation and grammar. They will be practicing clear letter formation, sentence punctuation including capital letters, full stops and question marks. They will be learning how to develop their sentences using conjunctions such as 'and' and adding adjectives. The children will practice re-reading what they have written to check it makes sense and make simple editions to their work.



Humanities

For Geography, the children will learn to name and locate the continents and oceans of the world, including the similarities and differences between them. The children will learn to use simple compass directions (North, South, East and West) and locational and directional language to describe places in relation to one another.

For History, the children will learn about the seaside in the Victorian era. They will compare similarities and differences between Victorian seaside life and present day. This will also include a workshop where the children are immersed in Victorian seaside activities for the day.



Creative

For Art, the children will be learning about the famous artist Claude Monet. We will particularly focus on his work 'Waves Breaking'. The children will explore brush patterns and strokes, as well as colour mixing, to create their own waves breaking artwork. If possible, please can the children bring in a 'painting shirt' (an old shirt you don't mind getting paint on or being damaged!) to keep in school.



For design and technology, the children will be exploring healthy food and eating. They will then make their own picnic sandwich using healthy ingredients

For computing, the children will be using Scratch Jr to programme basic animations.

For music, the children will be learning to play basic songs and musical notes on the recorder. They will be learning 'Sailor, Sailor'.

We will be starting music on the week commencing 5th October – if your child or family member has a recorder, please send it in (named) for us to use in school. We have spares in school if not!

Year 1 & 2 – Reading Records

Top Tips for the Reading Helper

As readers become increasingly independent with their reading they should be encouraged to read silently more and more. However, regularly reading out loud to you will help your reader improve his/her reading skills. Here are some useful tips:

- 1 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 2 To stimulate interest in a new book, talk about:
 - what might happen in the story
 - what the reader hopes to learn about, e.g. from a non-fiction book.
- 3 Encourage the reader to use the 'Comments' spaces in this booklet to record:
 - whether or not the reading material was interesting
 - if the book was easy or difficult to read
 - what she/he enjoyed most about the book.
- 4 In the spaces provided, help the reader to make a note of any tricky words or words to practise. If possible, have a dictionary available at reading times.
- 5 **Decoding using phonics** - prompt the reader to 'decode' unfamiliar words by breaking them down into a series of sounds and then blending the sounds together.
- 6 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 7 Encourage the reader to look at any pictures in their books in order to get a better understanding of the text and to help them predict what may happen next.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 When the reader is reading out loud, encourage him/her to read with feeling and to use her/his voice to help 'tell' the story more clearly.



Checking Understanding

- Talk to the reader about each book as much as possible.
- Before starting a new book, ask the reader to look at the cover and any pictures on the inside pages. Invite him/her to guess what might happen in the story.
- Ask questions about the story/book, for example:
 - Who/what is the story about?
 - Where/when did the story take place?
 - What do you think is going to happen next?
 - How do you think --- feels about that?
 - Why do you think --- feels that way?
 - Why did --- do that?
 - What would you do if you were ---?
- Invite the reader to explain the meaning of selected words. Encourage them to use a dictionary.
- At the end of a book ask the reader questions like:
 - Do you like how the book ended?
 - Would you have written a different ending?
 - What do you think happened next?
- Ask the reader to summarise, in order, what happened in the story or what he/she learned from a non-fiction book.
- Encourage them to:
 - draw pictures of scenes/characters from the book
 - tell the story in their own words
 - describe a character from the book, including the character's thoughts and feelings.
- Ask the reader to say whether or not he/she enjoyed the book and to tell you what the best bits were.



Phonics - A Guide for the Reading Helper

d-o-g b-o-o-k sh-ee-p



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent, e.g. 'ch' or 'ai'
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words.

As children develop their reading skills they will discover that the same sound can be written in different ways. On the following pages there are charts showing how the different vowel and consonant sounds are often written.

The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme. (E.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**.)
- Some graphemes represent more than one phoneme. (E.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Readers should become increasingly aware of these grapheme-phoneme correspondences.

These pages include some hints and tips for helping your child as they are now becoming a developing reader.

Year 1 & 2 – Reading Records



As your child is developing their knowledge of sounds and alternative sounds, this page can be referred to as you read to prompt this knowledge. This is similar to our 'complex speed sound chart' we use with the children in the classroom.

Year 1 & 2 – Reading Records

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

door	both	beautiful	move	clothes
floor	old	after	prove	busy
poor	cold	fast	improve	people
because	gold	last	sure	water
find	hold	past	sugar	again
kind	told	father	eye	half
mind	every	class	could	money
behind	everybody	grass	should	Mr
child	even	pass	would	Mrs
wild	great	plant	who	parents
climb	break	path	whole	Christmas
most	steak	bath	any	
only	pretty	hour	many	

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there !	quiet	We must be quiet in the library.
their	They have their own drinks.	quite	The jar is not quite full.
they're	They're (they are) having fun.		
here	Please bring it here to me.	be	I want to be a vet when I'm older.
hear	Can you hear the music?	bee	A bee looks similar to a wasp.
see	When I close my eyes I can't see .	blue	Blue is the best colour.
sea	Let's go swimming in the sea .	blew	The wind blew my hat off.
bare	It's easier to climb with bare feet.	night	We can see the stars at night .
bear	A bear is a wild animal.	knight	The brave knight rode a white horse.
to	We are going to the cinema.	one	One , two, three, four...
two	I have two pet cats and a dog.	won	Great! I have won a prize.
too	My toy plane is too heavy to fly.		
are	These are my favourite fruits.	sun	The sun is shining.
our	Miss Jackson is our teacher.	son	Our son is six today.
where	Where have I put my pencil?	for	This present is for you.
wear	Today, I need to wear a coat.	four	Five, four , three, two, one, GO!

The Next 200 High Frequency Words

water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	grandad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow

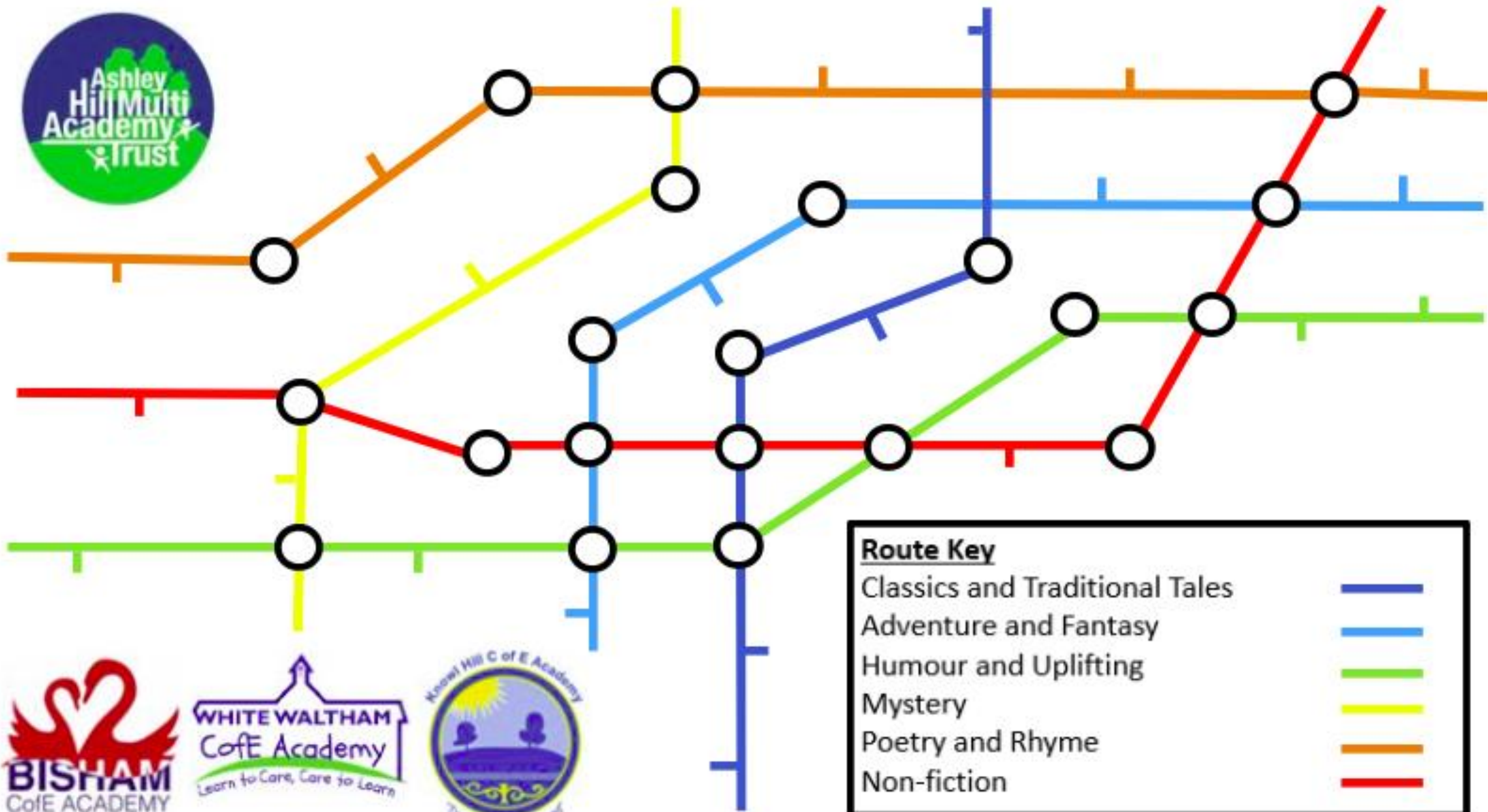
- Common exception words are the same as red words. These cannot be decoded and must be learnt by sight.
- High frequency words are words that children will encounter in books frequently. Some might be decodable, others will not and are the same as 'red' words.
- Homophones are near homophones show words that sound the same but have different spellings and meanings.

Reading Folders

- Reading folders will be checked twice a week, on Mondays and Thursdays.
- Books children have already read last year may come home, this is fine and expected!
- Aim to read daily, phonics books will only be changed when read 3 times.
- Phonics books must be read independently by your child.
- Reading folders contain:
 - Phonics book
 - Reading routes book (next slide)
 - Homework

Reading at home

- We are continuing our Reading Routes scheme this year.
- Children have their reading ticket and can choose a book from the lending library on Fridays.
- The genres are staying the same (see next slide), and children need to read 5 books from a genre to receive a certificate.
- They will also get a certificate if they have read one book from each genre.
- Please write in the reading record which book you have read (this can be reading together) and which genre you are working on. When a book is finished, they will receive a stamp.



Route Key

Classics and Traditional Tales	Blue line
Adventure and Fantasy	Orange line
Humour and Uplifting	Yellow line
Mystery	Red line
Poetry and Rhyme	Green line
Non-fiction	Red line



Section 2

brend



throst



stret



spraw



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Section 2

label

vanish

blossom

thankful

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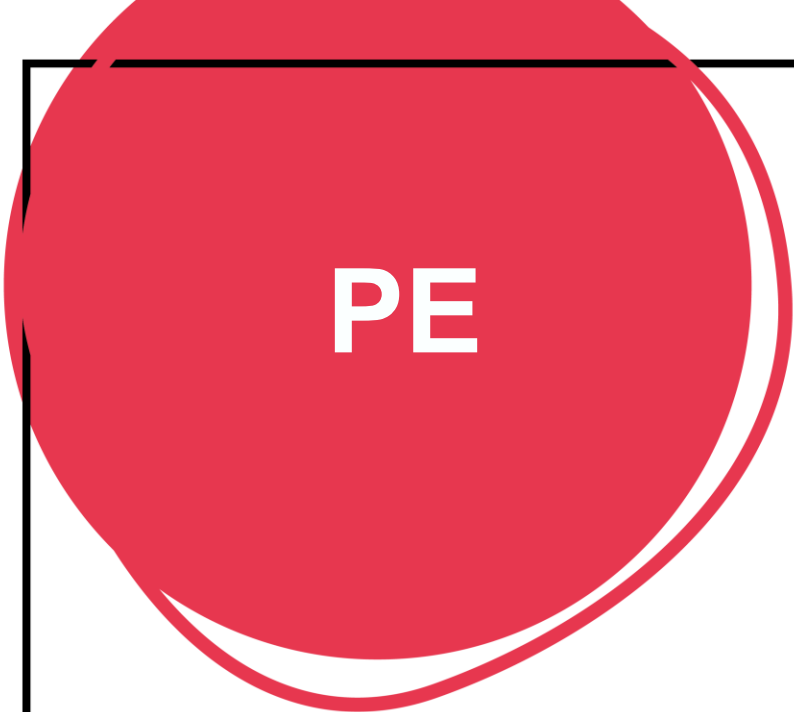
Phonics Screening Check

- Aims to assess how well pupils are able to decode.
- 40 words made up of a combination of real and 'alien' words.
- The check will be administered in June.
- Pupils who do not reach the threshold will retake the check in Year 2.
- There will be a phonics information evening, date TBC.

Homework

- **Spelling**
 - Children have 10 spelling words *each week*.
 - *These are not tested but are important to practise at home.*
 - *These will be posted weekly on the class webpage.*
- **Maths and Reading**
 - Posted on class webpage
 - Maths and reading homework is due every *two weeks*. This will be collected every other Friday and checked. Answers are provided at the back of the booklet for parents to mark.
 - An adult will also check over the homework and pick up misconceptions in school.

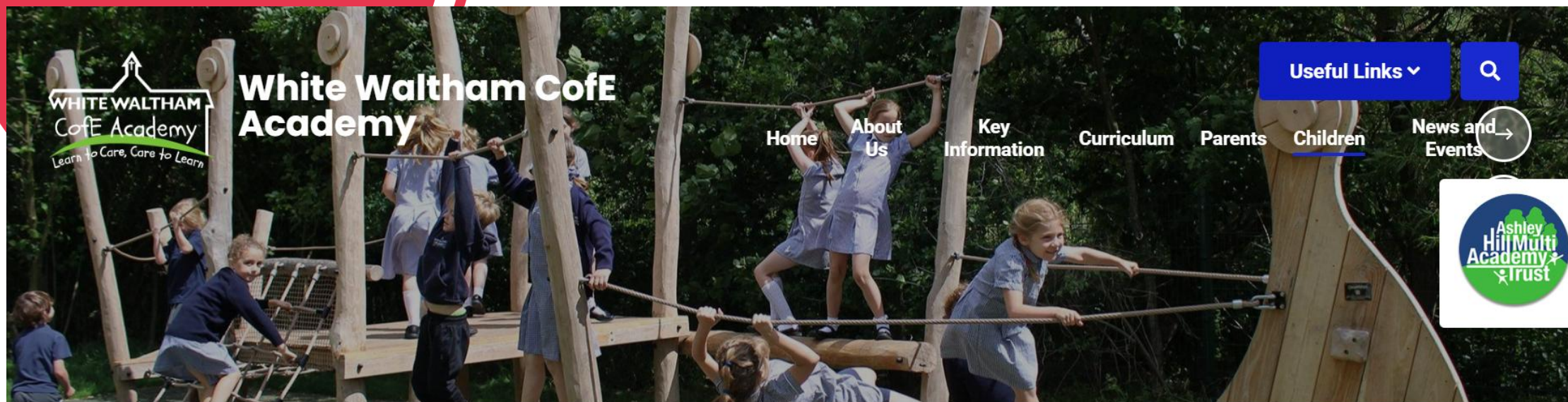




PE

- We have PE twice a week.
- This term, our PE days are:
 - **Monday and Wednesday**
- Children should come into school in their PE kit:
 - Coloured house top
 - Navy joggers, shorts or sports leggings
 - Trainers
- Hair tied up, no earrings (or tape/plasters over)

Webpage



HOME » CHILDREN » CLASS PAGES » WELCOME TO YEAR 1!

Welcome to Year 1!

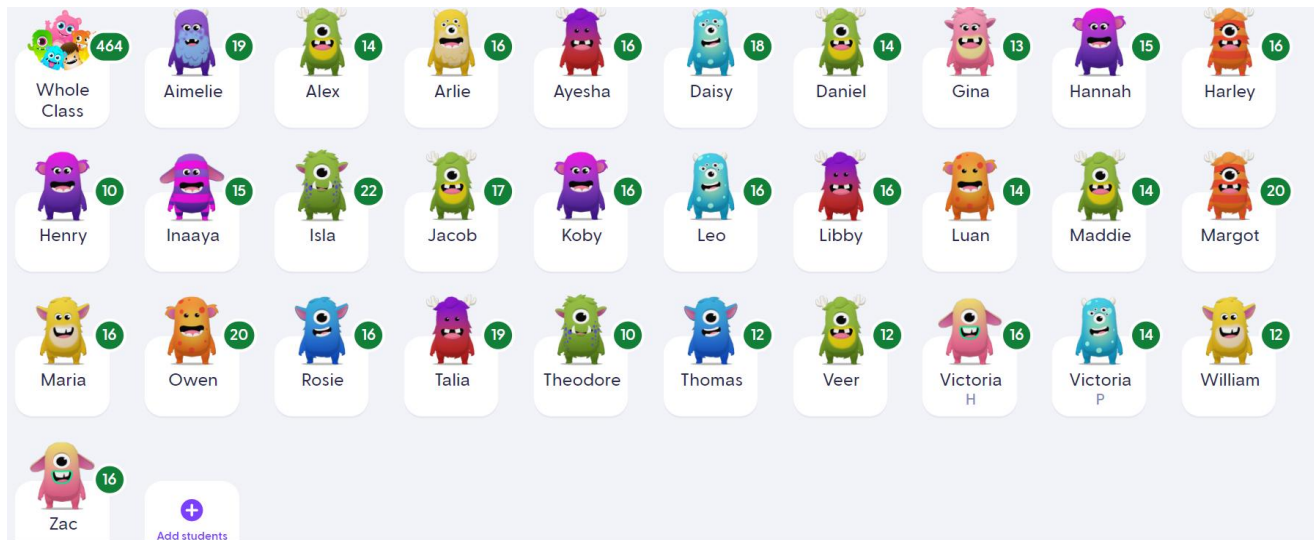
In This Section

Helpful Information



Rewards and Consequences

- ❖ Verbal Praise
- ❖ Class Dojo points
- ❖ Sharing work with SLT
- ❖ Star of the day/ week



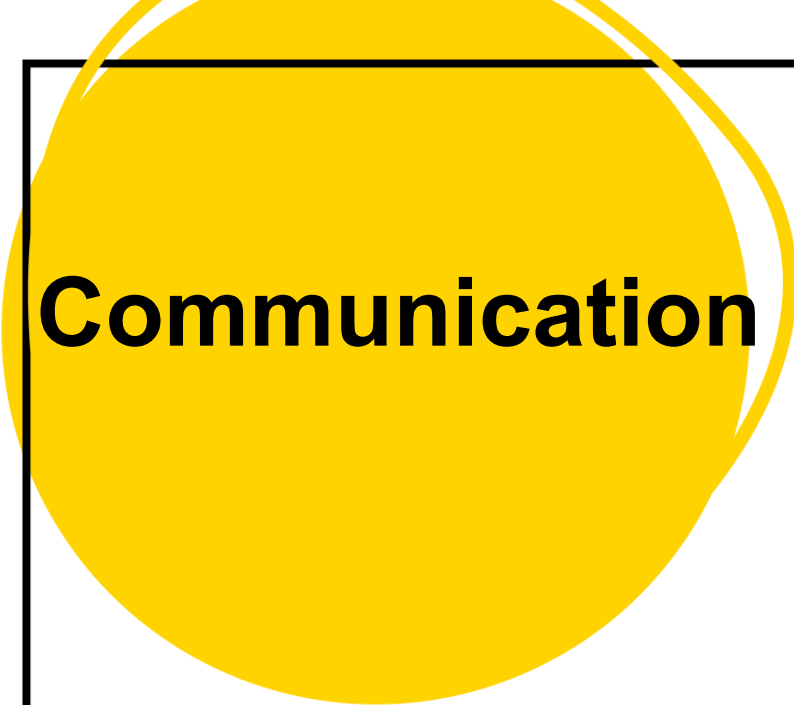
- ❖ Reminder
- ❖ Warning
- ❖ Reflection with an adult

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- ❖ Warning
- ❖ Reflection with an adult

Snacks

- Please ensure morning snacks consist of fruit or vegetables.
- We do receive fruit and vegetables, which children are able to access.
- Children will eat their snack in the classroom before going to the playground.



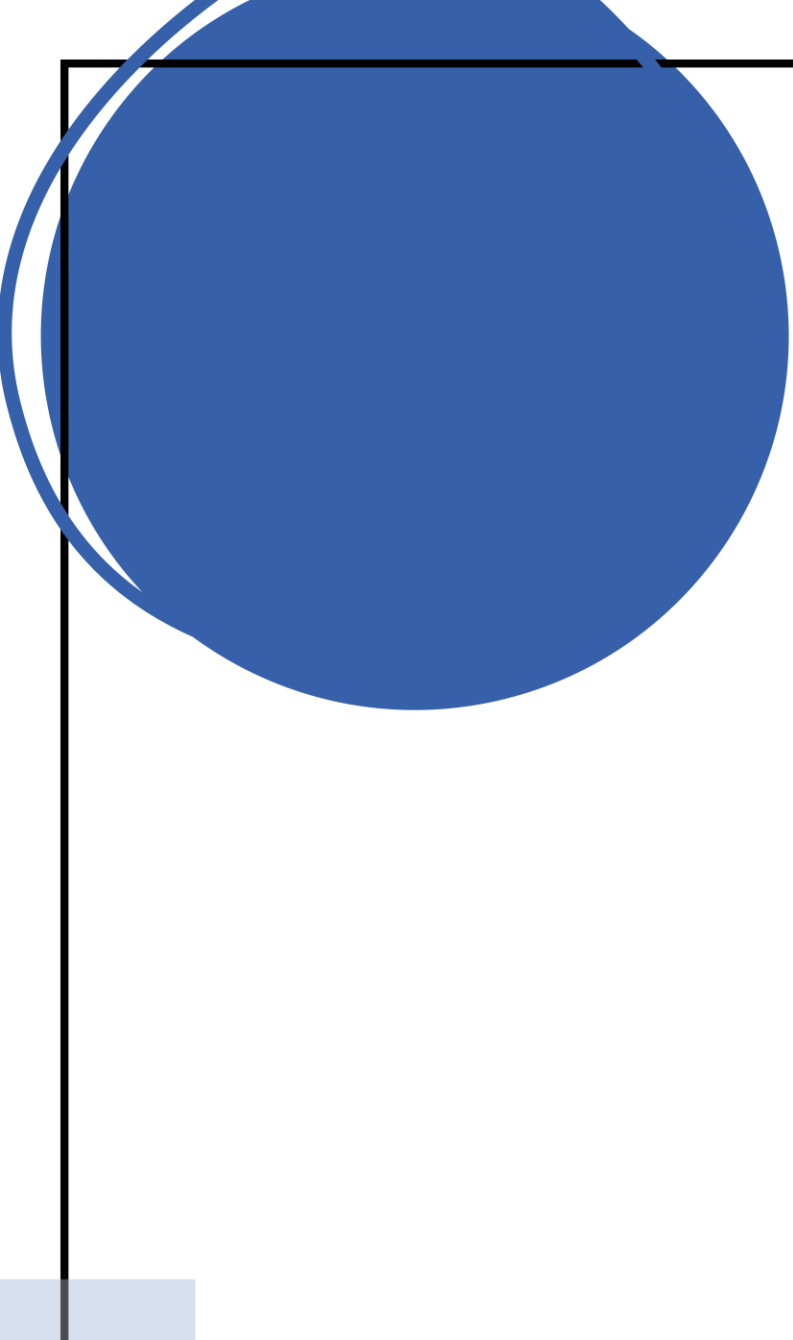
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Communication

If children have any worries or concerns at school, they can always talk to the adults in the room.

Please use the reading records to leave any non-urgent messages and ask your child to hand this to an adult in the morning.

If you as parents and carers have any concerns, we are happy to call you after school once the children have been collected. Please arrange these phone calls through the school office.

- 
- No wellies or puddle suits needed!
 - Head of school information evening @19:30 on Wednesday 9th September via Teams.
 - Jewellery in general – studs, no bracelets or necklaces (except religious reasons, but these must be removed or covered for PE)

Consents

- Consents can be accessed and changed via Arbor.
- This allows us to display your child's photo in the classroom/ in the corridors, include them in end of year class photos etc.
- Please check you are happy with the consents you have checked for your child.



Arbor

End of day procedure

- In Year 1, children are collected from the classroom door. We release children to their usual adult, unless notified otherwise.
- If your child's collection procedure changes, please notify the office by phone or email and they will let me know.
- If another adult has permission to collect your child (neighbours, extended family etc), please drop the office an email and the message will be passed on and kept on file.