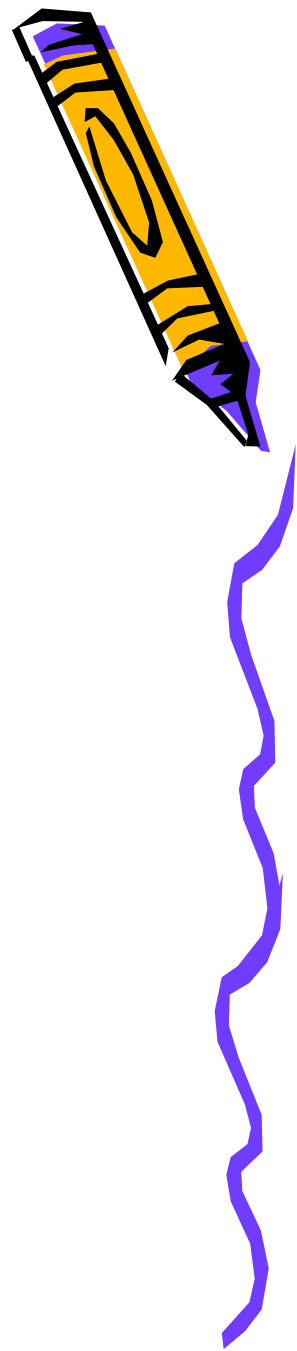


Welcome to Year 1!

Miss Avenell - Diamond Class Teacher
(Mon-Wed)

Mrs Twomey - Diamond Class Teacher
(Thu-Fri)

Mrs Law - TA (Mon-Fri)



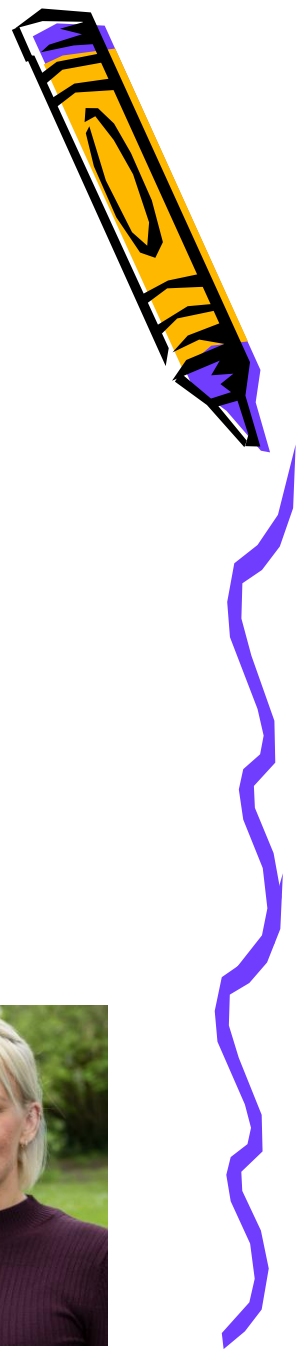
Welcome to Year 1!

Mrs Timmins - Ruby Class Teacher
(Mon-Fri)

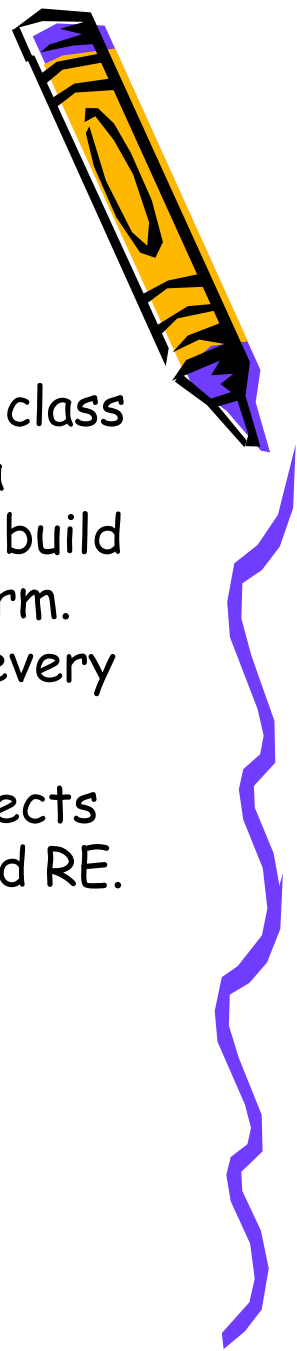
Mrs Parnell - TA (Mond-Tues)

Mrs Anderson - TA (Wed-Fri)

Mrs Aubeeluck - TA (Mon-Fri)



Transition

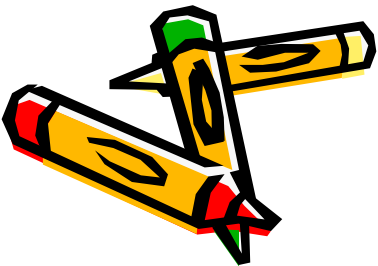
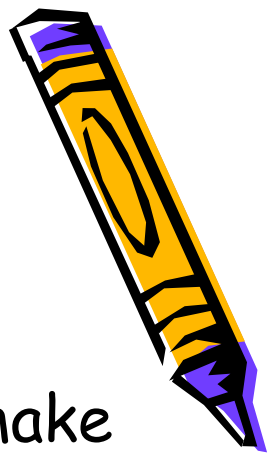


- Every day we have an English, Phonics and Maths whole class teaching input. At the beginning of the year we have a carousel of activities throughout the morning and then build up to a full English and Maths hour over the Autumn term. This allows the class teacher to work with every child every morning in a group.
- In the afternoon we have Reading and Foundation Subjects - these include Science, Computing, PE, Music, PSHE and RE.
- History/Geography and Art/DT change each half term.
- All Foundation Subjects are whole class lessons



P.E.

- We have P.E. on **Tuesday and Friday**. Please make sure your child comes to school **wearing** named kit.
- If your child has pierced ears, it is preferable to leave earrings out on P.E. days. If your child cannot take out their earrings on their own, you will need to complete a permission slip from the office so that they can take part in PE whilst wearing them.



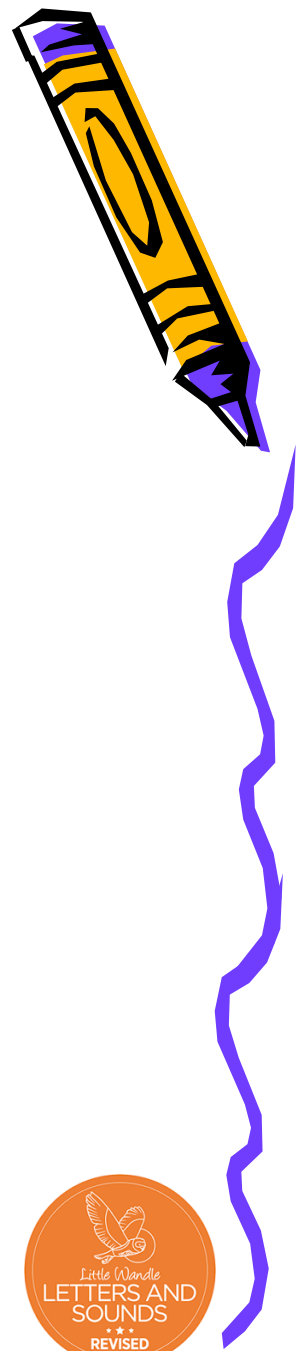


Little Wandle Phonics

We are using the Little Wandle phonics scheme to teach phonics in our school. This is a daily 20 minute session which has a focus on using our phonics knowledge to read and spell.

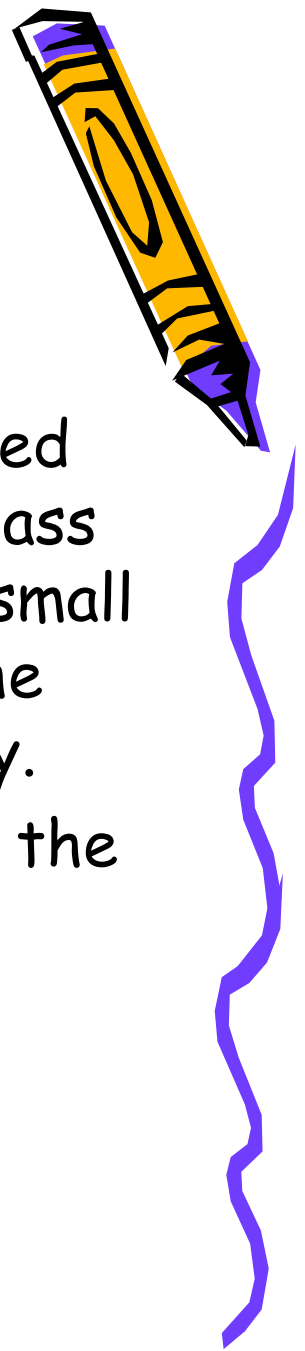
We also use this for our weekly handwriting lessons and our spelling lists.

Children who are struggling to keep up with the programme will have an additional daily Phonics lesson in a catch up group of the same ability.

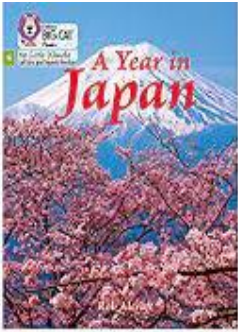
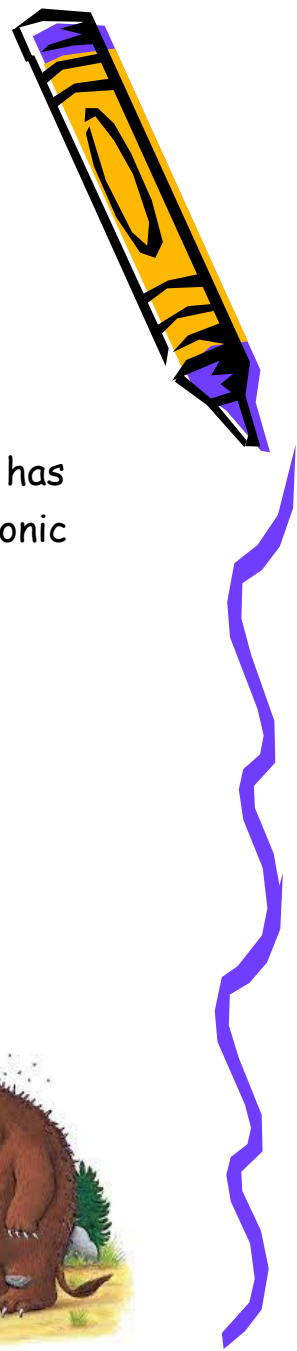


Little Wandle Guided Reading

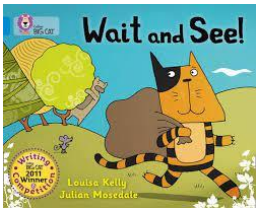
- All children take part in Little Wandle guided reading sessions 2 times a week- once with class teacher and once with LSA . This is where a small group of children read the same book with the teacher that is at their current phonic ability.
- The children are then able to bring a copy of the book home to read on Fridays.
- We assess the children half termly and regroup/move up as appropriate.



Reading opportunities for your child each week;



Little Wandle book (this is the book your child has been reading all week in school that is matched to their current phonic ability)



Sharing Book

These are not matched to Little Wandle Phonics so they may find some words beyond their current phonic ability (eg. contain words or sounds they have not been taught yet unlike the Little Wandlebooks).

Library Book

(change on Wednesdays)





Reading activities to do with your child

Use the front cover to predict what the book might be about.

Is it fiction or non-fiction? How do you know?

Ask your child to read several pages then ask them questions which they can find the answer to within the text.

Make a prediction about what might happen next.

Ask your child inference questions which they will not find in the text e.g. how is ... feeling? How do you know?

Ask them to explain what has happened so far in their own words.

Ask your child what a word means.

Ask your child which word on the page means ...

Encourage them to have a go at an unknown word using their sounds and by using the context of the sentence.

Encourage fluency in their reading.



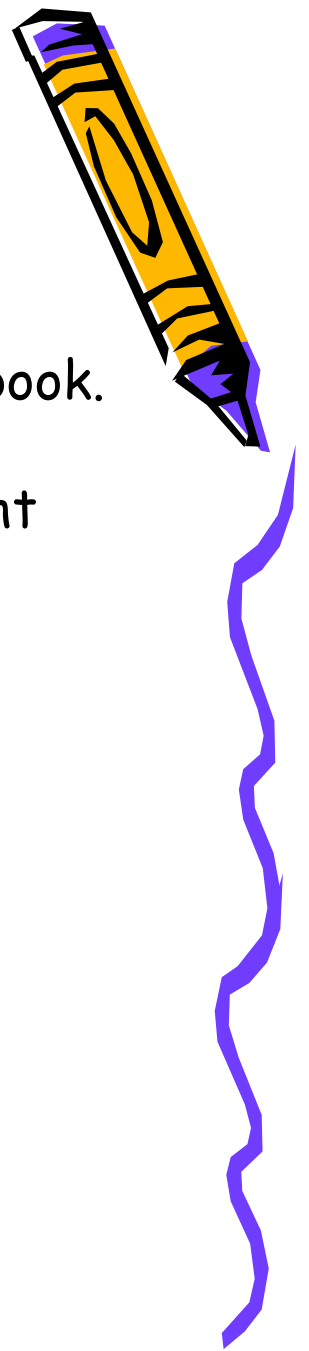
Home Reading Diary



- These are for parents to comment on their child's reading at home if they wish to (Little Wandle book, sharing book, library book or anything they enjoy reading at home)
- If you have something important to tell us, please hand your book to your class staff team as these diaries aren't checked daily.
- We will continue to stick in the ideas and prompts for each colour band and send home book marks
- We track your child's progress in reading every week, but the notes are kept in our assessment files rather than the diaries.
- Your child will receive a feedback form at parents evening. This will inform you of your child's current targets in reading, as well as whether your child is currently on track to meet end of year expectation or not. We will let you know if we have any concerns or something we'd like you to work on beforehand.
- The Little Wandle books are very expensive and we need to keep the full sets as children read in groups. Please keep in book bags at all times and ensure they are in school ready to be changed on Fridays. If a book is damaged or lost please let us know. We won't be able to give your child another book until you have returned it or



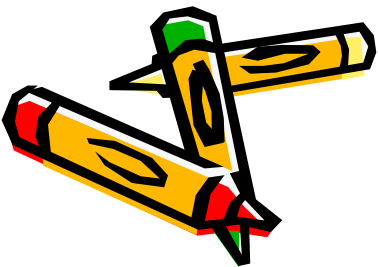
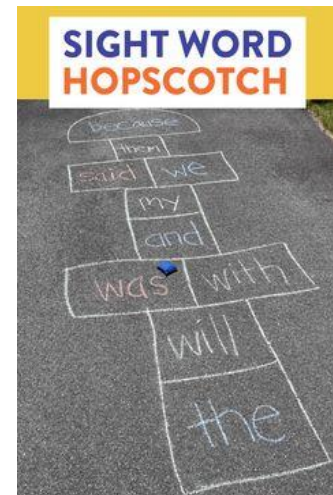
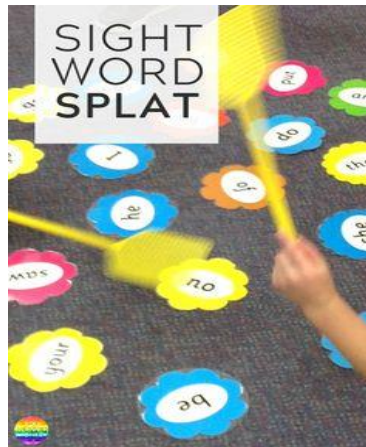
Homework



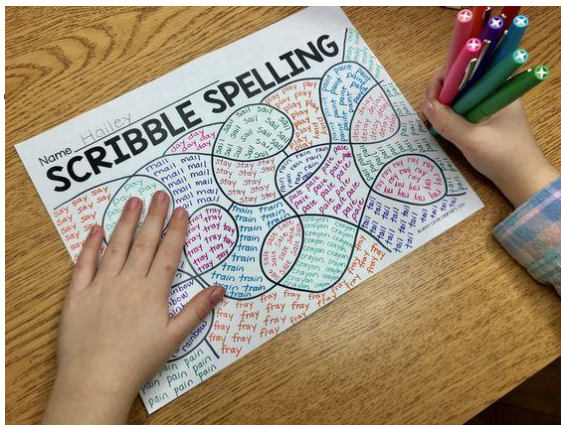
- **Daily reading** with a 'Sharing Book' or Little Wandle book.
- Practise reading the '**tricky**' words in the word wallet- these will be added after the children have been taught them in school
- **Weekly Spelling Test**
- **Maths** task online



Try making it more fun!



- **Spellings** - practise at home during the week (eg. Look, Cover, Write, Check) ready for a test on Friday. Your child could write sentences including each word.



Rollin' Rainbow Spelling

Roll the dice and write your spelling word that number of times in the color listed.

	Spell the word in red.	
	Spell the word in orange.	
	Spell the word in yellow.	
	Spell the word in green.	
	Spell the word in blue.	
	Spell the word in purple.	

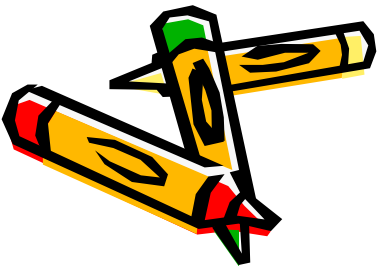
www.layers-of-learning.com

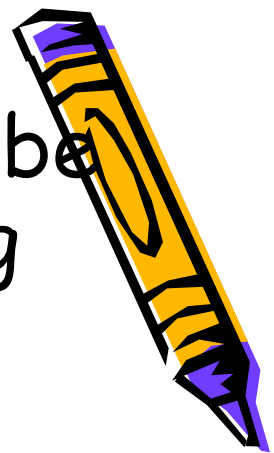


White Rose Maths

We are using the White Rose Maths scheme to teach maths in our school. The children record their learning in a variety of ways practically and/or in their maths book.

We like to include a lot of outdoor learning.





- Maths Homework- a new task will be set every Friday (due the following Friday) on MyMaths.
- Child login details will be stuck in Reading Records.

MyMaths

School username
walsh

School password
.....

? Log in



https://app.mymaths.co.uk/myportal/student/my_homework



Book bags

- Please check your child's book bag regularly for letters, party invitations etc. and clear the book-bag out as needed.
- Please limit any 'attachments' to one small, flat keyring only so we can fit the book bags in the trays.



Home Time

If someone other than you or someone stated on your picking up form is to collect your child, please either:-

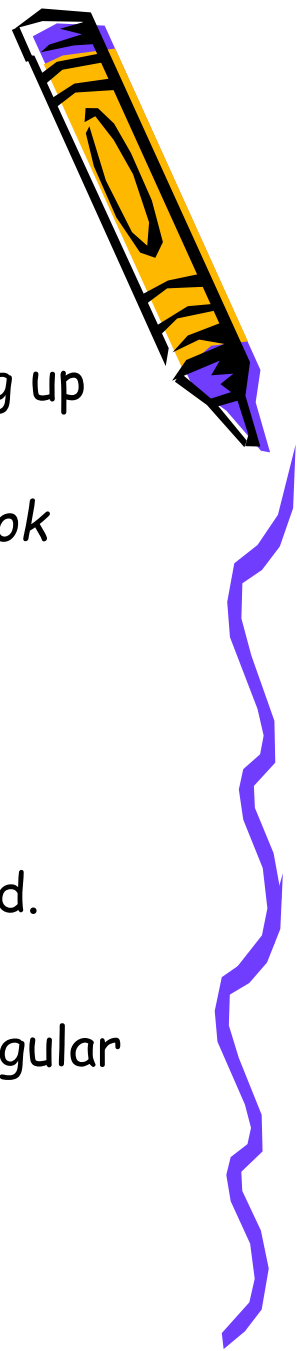
- *Let us know and the message can go in our Going Home book which hangs outside the classroom door*

or

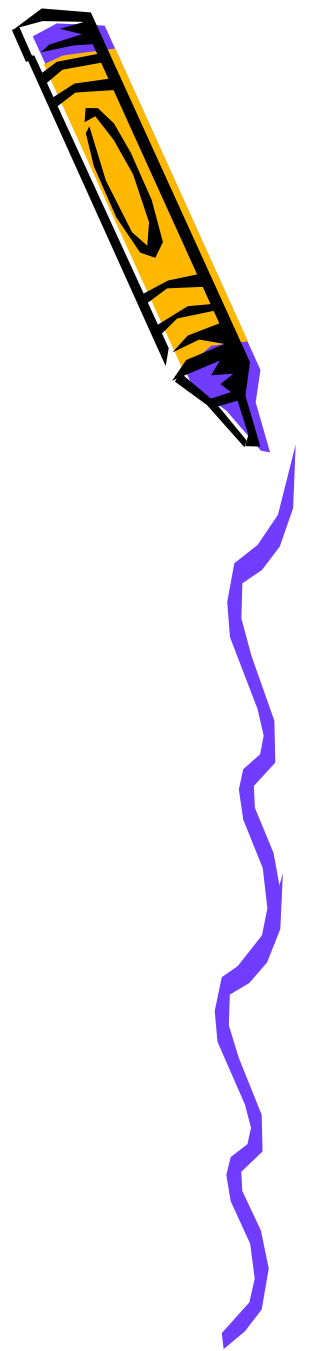
- *phone the school office and leave a message.*

Please ensure that the person picking up knows your password.

If you are wanting another adult to collect your child on a regular basis, we can put that information in our special folder.



School Trips and Visitors



- We visit the FAST museum in Farnborough
- We usually go on local trips to Ash Library and St. Peter's Church.



Parent Helpers



- We always need parents to help out on trips or within school. Any parent helper should be DBS checked by our school beforehand.
- We greatly appreciate parents coming in to help do extra individual reading with the children as this has huge benefits in developing confidence and reading skills. If you could help, please let us know.

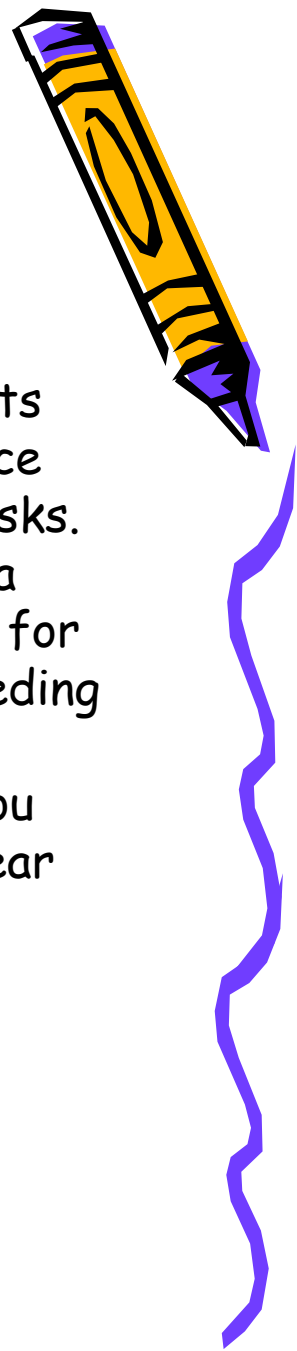


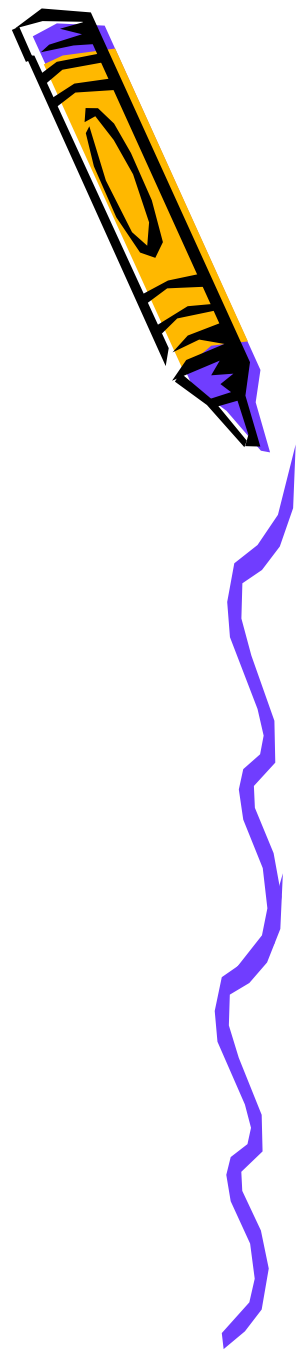
Assessment in Year One

In Year One, we build a picture of your child's achievements throughout the year in Reading, Writing, Maths and Science through your child's daily work and specific assessment tasks. In Reading, Writing and Maths your child will be awarded a grade of either Working Towards the Expected Standard for Y1, Working At the Expected Standard for Y1 or, if exceeding the expected standard, Working at Greater Depth.

The teachers also assess all other areas of learning and you will receive information about these areas in the end of year report.

The children take their **Phonics Screening Check** in June 2025.





WORKING AT END OF YEAR 1 EXPECTATIONS										
COMPOSITION										
Show some control over word/events through composing sentences orally before writing										
Children can write a simple sentence										
Children can write sentences in sequence to form short narratives										
Attempt simple, familiar forms (e.g. recounts, simple stories)										
TRANSCRIPTION										
Spell some of the Year 1 common exception words										
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used										
Spell days of the week										
Add -s or -es to words e.g. girls, matches, dogs, , jumps, catches										
Use the prefix un- e.g. unhappy, ungrateful.										
Spell some common regular noun and verb suffixes: - ss , - ss , - ss , - ss , when there is no change to spelling of root word										
Spell some simple compound words e.g. bedroom, football										
HANDWRITING										
Capital letters should be correct size and orientation and clearly distinguishable from lower case letters.										
Use consistent spacing between words										
Lower case letters generally formed and orientated correctly.										
Accurately form digits 0-9										
VOCABULARY AND GRAMMAR										
Children can use "and" to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets)										
Demarcate most sentences with capital letters and full stops mostly accurately										
Use extended simple sentences (e.g. including adverbs and adjectives e.g. ran quickly, bad wolf, big dog) to add interest										
Begin to punctuate a sentence with question mark and exclamation marks										
Use capital letters for some proper nouns (e.g. people, places, days of the week, personal pronoun 'I')										
GREATER DEPTH										
COMPOSITION										
Begin to understand different sentence types e.g. statement, question, exclamation and command.										
Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)										
Ideas show some development within sections of writing										
VOCABULARY AND GRAMMAR										
Use more simple conjunctions (e.g. but, so to) connect clauses										
Use extended simple sentences (e.g. including adverbs and adjectives) to add interest										
More consistent use of capital letters, full stops, question mark and exclamation marks										
SPELLING AND HANDWRITING										
Able to spell most of the Y1 common exception words accurately										
Use common alternative graphemes with increasing accuracy in writing (e.g. ai / ay / ay / ai -e)										
Forming lower case letters in the correct direction starting and finishing in the correct place										



Phonics Screening

- The government's assessment of your child's phonic knowledge is held in June for all Year 1 children.
- The phonic screening test includes 'non-words' (or alien words), designed to test your child's ability to recognise and blend units of sound.
- It is really important that your child is in school in the weeks leading up to the phonics screening test which will be in June.





And finally...

if you or your child have any worries or concerns please let us know by speaking to a member of the Year One team at the end of the day or phone the office to leave a message. We will try to get back to you as soon as possible.

