



YEAR 1

Welcome Back

COVID Guidelines

- Regular cleaning of work surfaces, equipment and classroom fixtures
- Well ventilated work spaces
- Regular hand washing/hand sanitising
- Increased time outdoors
- Limited number of children in toilets
- Class sports equipment break times
- Clearly marked distances around school
- Use of Google classroom for Homework/Home learning
- No home toys/work brought into school

Communication

- If you need to arrange to speak to your Class Teacher, Mrs Sharp will coordinate a convenient time for a phone call.
- Please catch us at the end of the day with smaller queries. The mornings are generally very busy so any messages to pass on should be through Mrs Sharp.
- • Parents Evenings are held twice a year. Once in the Autumn Term and again in the Spring Term.
- • Interim Reports are sent out mid-year with a final end of year report in July.
- • Children on the SEN Register will have additional meetings with both the SENCO and Class teacher to discuss My Plan targets.

Curriculum

- <https://padlet.com/ljones289/shnwdolq2ow6k1wd>
- Here you can see what we are learning in school this term and the home challenges. Please upload the work your children do at home onto Tapestry. If you are not yet linked up to tapestry then please contact the office.

Timetable

Forest School- Tuesday afternoons.

- Children can come to school in their Forest School clothes.
- Wellies can stay in school.
- Arms and legs need to be covered.
- Hats, gloves and warm clothing in cold weather.

PE- Wednesday afternoons

- Children can come into school in their PE kit is in school
- We have use of the school hall

Transition

- Emphasis on children's well being
- Learning through play

- Start of term assessments in key areas
- Appropriate groups
- Revisiting phase 2 or phase 3 phonics before moving on
- Daily sentence writing sessions in addition to phonics and English sessions.

PHONICS- Letters and Sounds

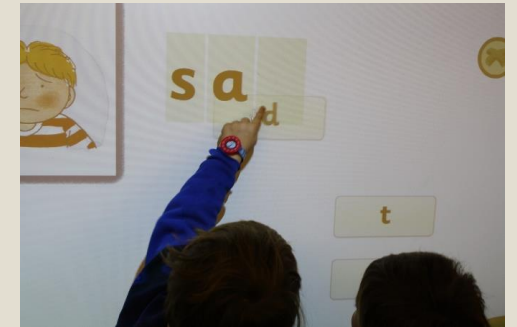
Phase 2

- Introduces 23 letter names and sounds

- s a t p
- i n m d
- g o c k
- c k e u r
- h b f ff l ll ss



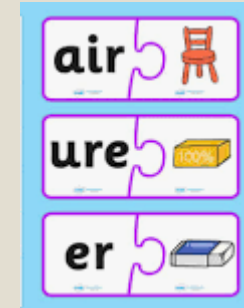
- Blending for reading, and segmenting for writing starts (high frequency words)
- Children begin to learn some 'tricky words' the, to, no, I, go, into



Phase 3

- Introduces another 20 graphemes, including digraphs.

- j v w x
- y z zz qu ch sh
- sh ch th ng
- ai ee oo oa
- ar or igh ur
- ow oi ear er
- air ure



- Introduction of digraphs
- Begin to read and spell two syllable words. Learn to read some common words automatically
- Learn more 'Tricky' words.
- He, she, we, me, be, was, you, they, all, are, my, her

Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

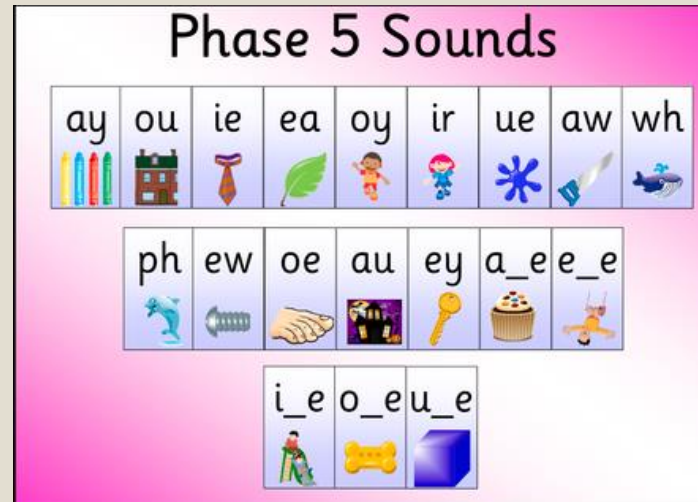
- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- What

My Phase 4 Initial Blends Sound Mat



Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.



Tricky words

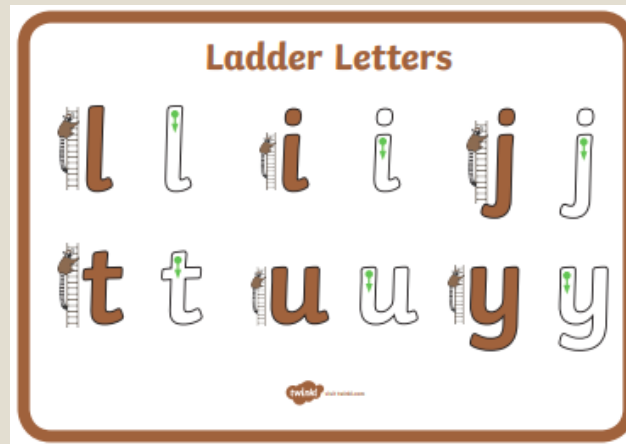
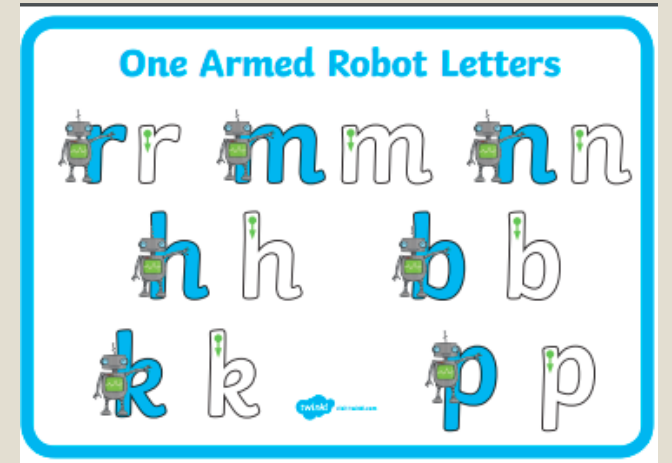
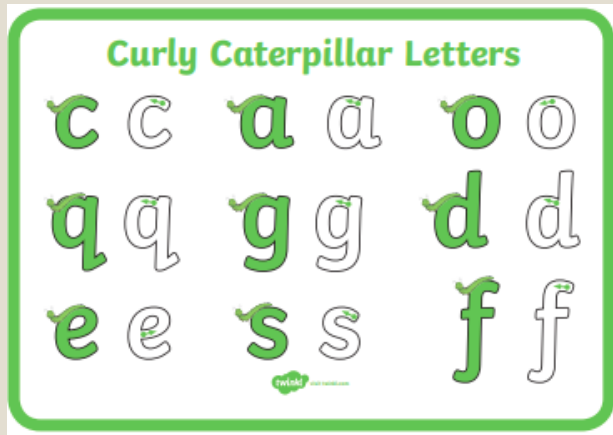
During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Handwriting

Aa <p>Source: a-a-a-apple Handwrite: Round the apple, down the leaf</p>	Bb <p>Source: b-b-b-bear Handwrite: Down the face to the hat, round the ear</p>	Cc <p>Source: c-c-c-caterpillar Handwrite: Curl around the caterpillar</p>	Dd <p>Source: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet</p>	Ee <p>Source: e-e-e-egg Handwrite: Lift up the top and sweep out the egg</p>	Ff <p>Stretch: f-f-f-flower Handwrite: Down the stem and draw the leaves</p>	Gg <p>Source: g-g-g-giraffe Handwrite: Round her face, down her hair and give her a curl</p>	Hh <p>Source: h-h-h-horse Handwrite: Down the head to the hooves and over his back</p>
Ii <p>Source: i-i-i-insect Handwrite: Down the body, dot for the head</p>	Jj <p>Source: j-j-j-jellyfish Handwrite: down his body, curl and dot</p>	Kk <p>Source: k-k-k-kangaroo Handwrite: Down the kangaroo's body, tall and leg</p>	Ll <p>Stretch: l-l-l-leg Handwrite: Down the long leg</p>	Mm <p>Stretch: m-m-mountain Handwrite: Make, mountain, mountain</p>	Nn <p>Stretch: n-n-net Handwrite: Down Nobby, over his net</p>	Oo <p>Source: o-o-o-orange Handwrite: All around the orange</p>	Pp <p>Source: p-p-p-pig Handwrite: Down the piglet and over the piggy face</p>
Qq <p>Source: q-q-q-queen Handwrite: Round her head, up past her earrings and down her hair</p>	Rr <p>Stretch: r-r-r-rabbit Handwrite: Down his back, then curl over his ears</p>	Ss <p>Stretch: s-s-s-snake Handwrite: Slither down the snake</p>	Tt <p>Source: t-t-t-tower Handwrite: Down the tower, across the tower</p>	Uu <p>Source: u-u-u-umbrella Handwrite: Down and under, up to the top and draw the puddle</p>	Vv <p>Stretch: v-v-v-vulture Handwrite: Down a wing, up a wing</p>	Ww <p>Source: w-w-w-worm Handwrite: Down, up, down, up</p>	Xx <p>Source: x-x-x-x-ray Handwrite: Down the arm and leg and repeat the other side</p>
Yy <p>Source: y-y-y-yak Handwrite: Down a horn up a horn and under his head</p>	Zz <p>Stretch: z-z-z-zigzag Handwrite: Zig-zag-zig</p>	nk <p>Stretch: n-n-n-nose T n-k, T n-k, n-k, n-k, n-k, n-k, n-k, n-k, n-k, n-k, n-k</p>	ng <p>Stretch: n-g-n-g A pig on a wing n-g, n-g, n-g, n-g, n-g, n-g, n-g, n-g, n-g, n-g</p>	th <p>Stretch: t-h-t-h The process in the tower is moved by the horse The legs, h-h-h-horse</p>	sh <p>Stretch: s-h-s-h Shhh! whisper the horse to the hissing snake</p>	ch <p>Stretch: c-h-c-h The horse snorts when the caterpillar's hair get up his nose</p>	

Handwriting- progressing towards cursive



Assessment in Year 1

Year 1

Below

Expected

Above

(Based on age related expectations set out in the National Curriculum 2014)

Year 1 Phonics Screening Test

- Assesses phonics decoding ability only, not other reading techniques
- Children will be prepared in class to decipher with 'alien' words (fake words) in addition to real words

Behaviour

- Positive behaviour is rewarded with praise, stickers, house points and pasta pieced in the jar. □
- If children do not follow the class instructions or behave in an inappropriate way they will receive a verbal warning.
- If a child ignores a second warning (final warning) and their behaviour persists they will miss some time of their playtime.
- If behaviour persists, parents will be informed.