

Welcome to Year 1

Teachers: Miss Prince and Miss Wade

Teaching assistants: Miss Felkin, Miss Melborne, Mrs Ortucu and Miss Oliver



Moving from Reception to Year 1

Similarities

- We do some play based learning

Differences

- Learning time more structured
- More focused learning during teaching sessions on the carpet.
- Set tasks to complete on tables as part of lessons
- Behaviour system – dojos and behaviour chart.
- More independence

Lesson structure

Carpet session

Table work

Choice time/brain break

Timetable

	8:50 – 9:10	9:15 – 9:30	9:35 – 10:25			10:30 – 10:45	10:50 – 12:00			12.05 – 1.00	1:05 – 3:10			3.10 to 3:20
Monday	Register Mastering number	Collective Worship	Phonics	Choice Time/Brain break	RE	Playtime	RE	Choice Time	Maths	Lunchtime	English	Choice Time	PE 2:25 – 3:10 Year 1	Home time
Tuesday	Register	Topical Talk	Phonics	Choice Time/Brain break	Handwriting	Playtime	History	Choice Time	Art	Lunchtime	English	Choice Time	Maths	Home time
Wednesday	Register Mastering number	Collective Worship	Phonics	Choice Time/Brain break	Handwriting	Playtime	LW reading groups	Choice Time	Maths	Lunchtime	Science	Choice Time	Science	Home time
Thursday	Register/ Mastering number	Collective Worship	PE 9:40 – 10:25			Playtime	Phonics	Choice Time	Maths	Lunchtime	English	Choice Time	Computing	Home time
Friday	Register/ Mastering number	Collective Worship	Phonics	Choice Time/Brain break	Handwriting	Playtime	LW reading groups	Choice Time	Maths	Lunchtime	PSHE	Choice Time	Music	Home time

Phonics

Phonics teaches children to identify the small units of sound that make up words and to blend these together, helping them to read, write and spell words correctly.

We will be following the Little Wandle phonics programme.

We will have a daily phonics session every morning for 20 minutes.

Grapheme mat							Phase 2 and 3	
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 w	 x	 y	
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Tripod Grip

We encourage the children to use the tripod grip.



Letter Formation

We learn to form our letters correctly .

								
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear, down and curl under his chin.	Down, up and over the helicopter.	Down the iguana's body, then draw a dot at the top.
								
All the way down the jellyfish; dot on its head.	Down the kite, up and across, back and down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground, up the arch and over the rainbow.
								
Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.	Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.	

Tricky Words

Tricky words are words that cannot be sounded out. Over the academic year we will be encouraging the children to read the following tricky words.



Tricky words

Phase 2

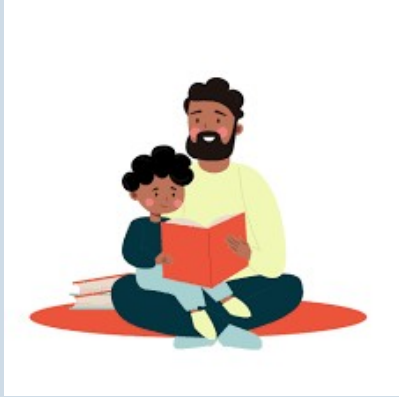
as	is	push
be	me	put
go	no	full
has	of	pull
he	she	
her	the	
his	to	
I	we	
into	and	

Phase 3

all
are
by
my
pure
sure
you
they
was

Phase 4

come	said
do	says
have	so
here	some
like	there
little	today
love	were
one	what
out	when



Home Reading

Reading books will be changed every Friday.

The children will receive two books. One phonics book that matches their phonics knowledge and another book that the child has chosen themselves to develop a love for reading.

Please encourage your child to read the phonics book to you, encouraging them to sound out the words or spot the tricky words.

Repetition is important, please re-read your phonics book to build up the children's confidence in reading.

Please encourage your child to look at the pictures, this may help them to answer some of the question. For example. Look at the front cover what do you think will happen in the story?
What is happening in the story? What parts of the story did they like/dislike?

School uniform



Clothing – Grey or black skirt or trousers, white polo shirt, green sweatshirt/cardigan/jumper, green checked pinafore dress.

Footwear – Safe, flat sensible shoes or trainers. Black in colour.

Jewellery – Small studs and a wrist watch if your child can tell the time.

Hair accessories – Discrete clips, slides, bobbles, beads and hair bands preferably in school colours (green, white, black). Small scrunchies are also permitted.

Don't forget to label all of your school uniform with your child's name.

PE

In Year 1 the children have two PE sessions each week. Our PE sessions will take place every Monday afternoon and Thursday morning.

- On Monday's children need to come to school in their full school uniform and bring their PE kits in their bag. We will get changed into our PE kits and go home on Monday in our kits.
- On Thursday's children can come to school in their PE kits. Please ensure they have a full school uniform in their bag as they will change into their school uniform after the PE lesson.

This half term our topics in PE are Dance and Ball Skills.

PE Kits

- A green school t-shirt or plain white t-shirt.
- Black shorts, leggings or trousers.
- Trainers or plimsolls.

Please make sure ALL of your child's clothes are labelled.

How you can help

- Label everything – clothes, PE kits, bags, coats, water bottles.
- Read with your child at home. It is important that they read to you as well as you reading to them.
- Talk with your child so that they expand their vocabulary.
- Remind your child to hold their pencil using the tripod grip.
- Practise writing your child's name/surname.
- Practise forming their letters and numbers correctly.
- Practise reading our tricky words.
- Encourage your child's independence.
- If you need any help or have any concerns please come and speak to us.



Question
time

