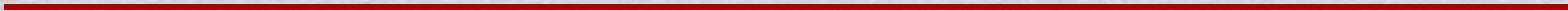




Year 1

Welcome to Oak and Silver Birch

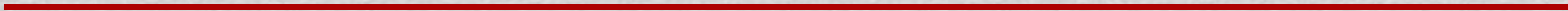


Oak:
Miss Field

Silver Birch:
Mr Ince

Support Staff:

Miss Favelesa
Miss Kalsi
Mrs Dean
Mrs Weller
Mrs Connor
Miss Evans





A typical day...

Morning:

- 8.45 - 9.05: Morning Writing and Registration
- 9.10 - 9.30: Phonics/ reading practise
- 9.30 - 9.55: Reading practise/ phonics
- 9.55 - 10.15: Playtime
- 10.15- 11.00: English
- 11.00 - 12.00: Maths

Afternoon:

Maths mastery 10 minutes 4x a week

- 1.30 - 2.30: Creative/Topic
- 2.30: Assembly
- 2.50 - 3.00: Story / Home time

PE: Monday and Tuesday



English

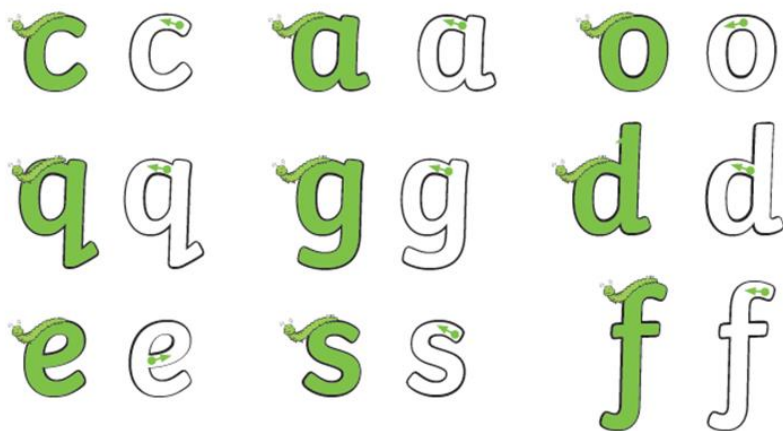


- English will be taught using the Power of Reading approach, which is used across the whole school.
 - We choose high-quality texts to form the basis of the children's learning.
 - A range of techniques such as drama, art, studying illustrations, discussion and storytelling are used to explore the text slowly and in depth.
 - This approach develops children's vocabulary and writing skills.
-

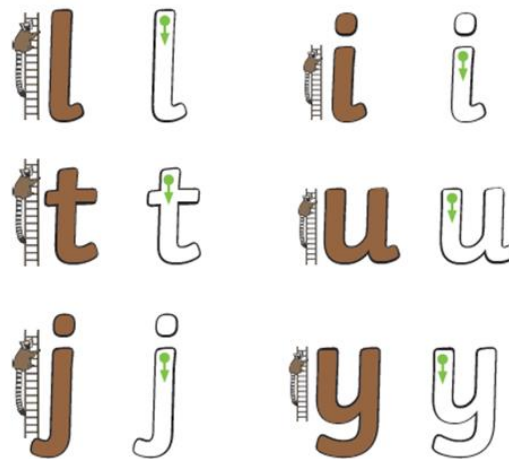
Handwriting

- We will be continuing to practise letter formation to ensure this is correct. This includes capitals, lower case and writing on the line.
 - When overseeing written Learning Log tasks and spelling practice, please encourage children to use their best handwriting and correct letter formation.
-

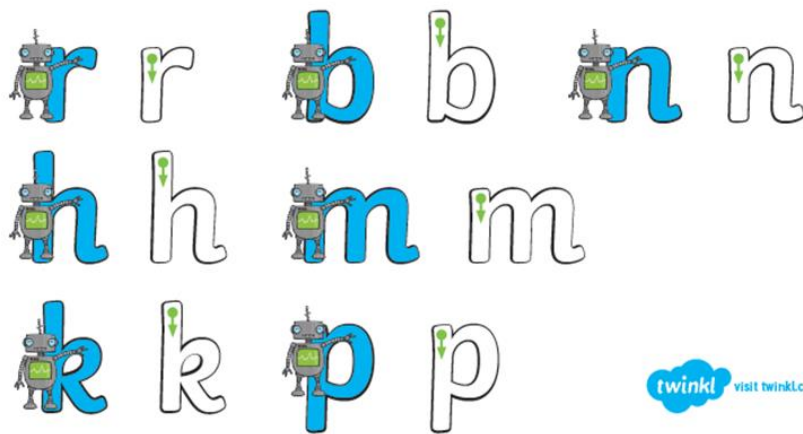
Curly Caterpillar Letters



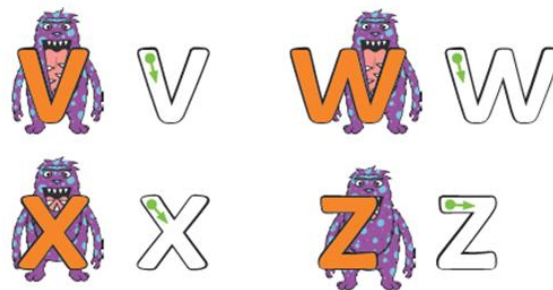
Ladder Letters



One Armed Robot Letters

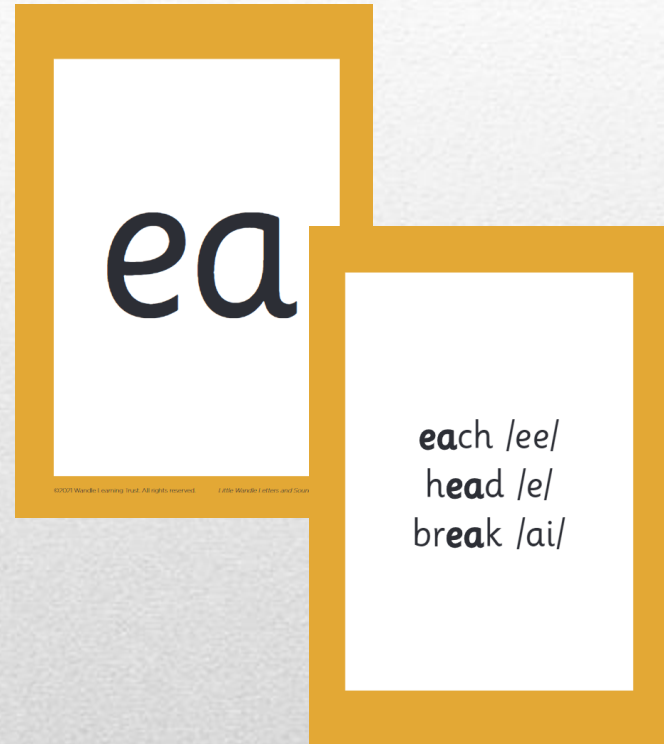


Zigzag Monster Letters



Phonics in Year 1

- Phonics is taught daily in a fun and interactive way.
- Additional practise continues throughout the day.
- Children will start to learn phase 5; new graphemes for the sounds they already know.
- They will also be taught spellings using the grapheme of the lesson.



The progression

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCVCV CCVCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

- If you would like to learn more about Little Wandle and how we teach phonics, please visit the website: <https://www.littlewandle.org.uk/resources/for-parents/>

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ur bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ail/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /orl/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

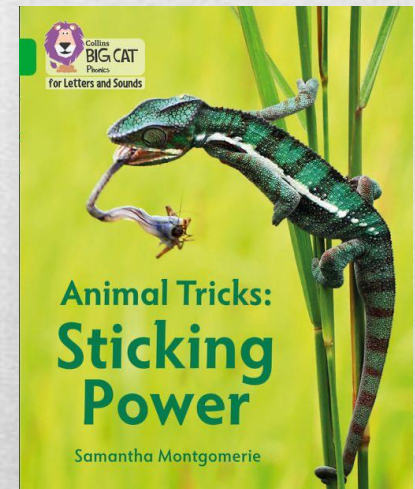
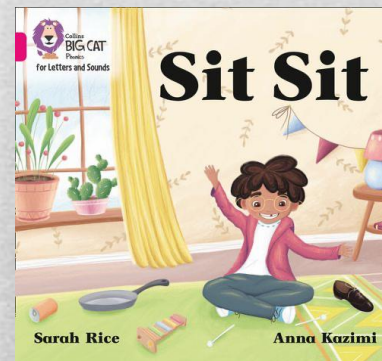
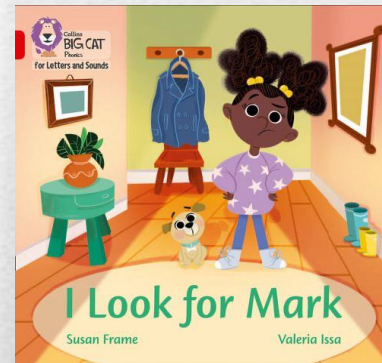
*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

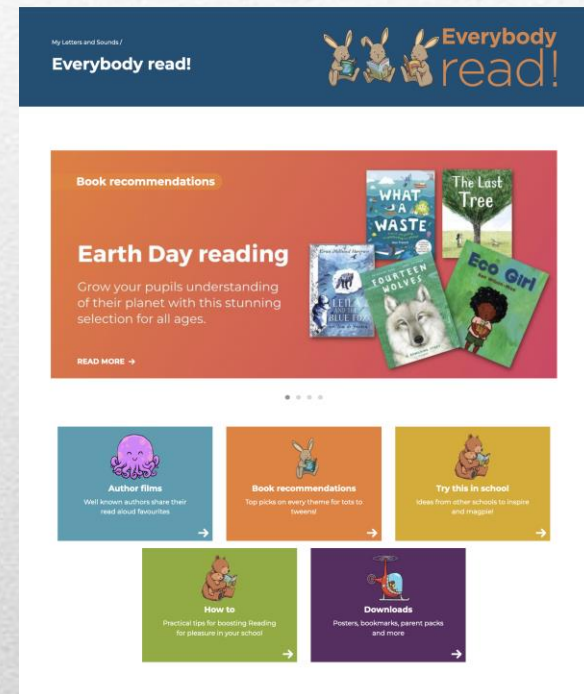


The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

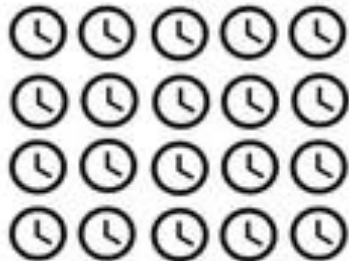
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



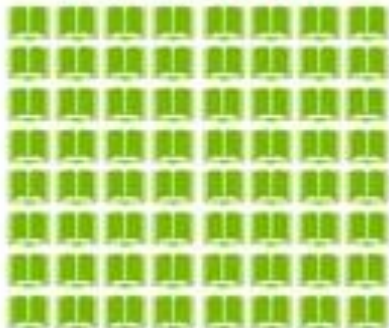
Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

WHY READ AT HOME?

20 MINUTES
per day



3,600 MINUTES A YEAR



1,800,000 WORDS THIS YEAR

5 MINUTES
per day



900 MINUTES THIS YEAR



282,000 WORDS THIS YEAR

1 MINUTE
per day



180 MINUTES THIS YEAR



8,000 WORDS THIS YEAR

By the time you graduate...

IT'S THE DIFFERENCE BETWEEN

9 MILLION & 9 HUNDRED
words!

Shepard, S. E. (2006). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level* (2nd ed.). New York: A.A. Knopf.





Year One Phonics Screening Check

- Part of the statutory assessment framework for Key Stage One.
 - Happens during the same week across the country towards the end of the academic year.
 - Children read 40 words to a familiar adult.
 - 20 real words and 20 alien words (nonsense words created just to check children can read using their knowledge of phonics).
 - Further information will be given nearer the time - it's nothing to worry about!
-

Some examples of alien words

'special friends, Fred talk, read the word'

Hoat



Hoog



Chawt



Gart



Naig



Warb

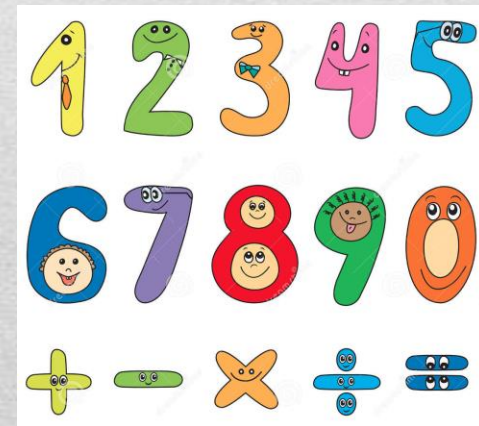


Mathematics



The big focus is on number:

- To count forwards and backwards to 100 and beyond;
- To recognise and write numbers correctly to 100;
- To count in twos, fives and tens (times tables);
- To add and subtract numbers within 20 using different strategies;
- All number bonds within 10 ($1+9=10$) then 20;
- To solve simple multiplication and division problems using objects and pictures;
- To use all these skills to solve problems.



Mathematics

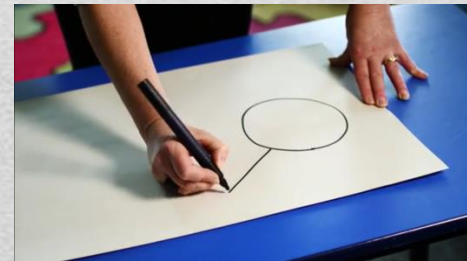


Mathematics coverage in Year 1:

- <https://www.farnhamcommonvillageschools.co.uk/year-1-mathematics/>

Workshop videos for parents to see how concepts in mathematics are taught and used:

- <https://www.farnhamcommonvillageschools.co.uk/mathematics-1/>



Mathematics



OECD research:



Children spend 15% of hours in school

Children spend 85% of hours at home.

If School and Parents can work together, your children's progress can accelerate.

Mathematics

➤ Please, please, please do not say these things...

'I hate maths'

'I can't do maths'

'I'm rubbish at maths'



It creates anxiety, worry and a negative view.
Who can learn well feeling this way?

Mathematics

➤ Say...

'I can do maths'

'Maths can be tricky,
but I can do it'



Love Maths

'I like/love maths'



Mathematics

What was Maths like for you at school?

Probably there was not much talking about Maths.
Often it was the teacher talking and the children writing.
But now, we talk about Maths much more.

Please encourage your child to talk about Maths, before they write it.

Mathematics



e.g. $10 - 2 =$

Before your child writes, what could you say to them?

How many is the question asking?

Show me 10 fingers/thumbs or 10 pieces of pasta.

Then take away 2 =

Mathematics



Please do not say $=$ means 'make'.
It does not 'make'.

Please support us teaching...
 $=$ means 'the same as'.

e.g. $6 + 5 =$ (is the same as) 11

Mathematics - how can you help at home?



1. Time



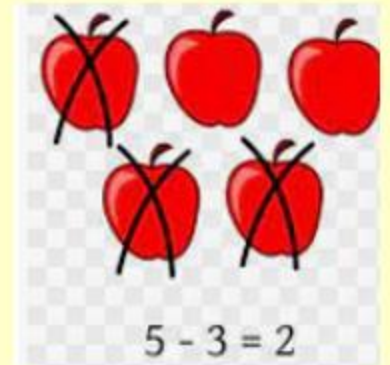
2. Money



3. Counting in 2s, 5s and 10s



4. Subtraction



Mathematics Websites



Free interactive online maths games, many of which we use at school:

- <http://www.topmarks.co.uk/maths-games/5-7-years/counting>
- <http://www.ictgames.com/resources.html>

Numicon at Home:

<https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/?region=uk>

NRICH Maths at Home:

- <https://nrich.maths.org/14600>
-

Science



- Core subject taught weekly.
 - Topics for each term:
 - Autumn - Everyday Materials and Seasonal Changes;
 - Spring - Plants;
 - Summer - Animals, including Humans.
 - Knowledge Organisers on school website - useful for specific vocabulary.
 - Science is related to each term's topic and linked to other curriculum subjects, e.g. English, DT, History.
-

Creative Curriculum



- We have a creative curriculum which is skills based and knowledge rich.
 - Planning is split into three terms - Discover (History themed) , Explore (Geography themed) and Create (Arts themed).
 - This will provide the children with the opportunity to study areas of the curriculum in greater depth.
 - They will be provided with the opportunities to collaborate, innovate and to explore what it means to be a part of their local and global community.
-



Creative Curriculum

- An important part of the overall themes will be the investigation of some key concepts:
 - Change and Tradition
 - Responsibility
 - Friendship
 - Each term a topic book is put together which will showcase what the children have learned.
 - The termly Knowledge Organisers explain the key elements that will be taught in each topic.
-

Home Learning -

Learning Logs

- Set on Thursday on Class Dojo.
- Complete by Monday evening - bring in on Tuesday.
- 2 Learning Objectives / tasks:
English, Maths, Science, Topic, Handwriting.
- We ask that at least one task is completed, but ideally both are to be done. Great habits start now.
- Please complete the work in the Learning Logs as loose sheets fall out.
- The children who made most progress last year, also did their Learning Log work.



Our school uniform consists of:

A white polo shirt, with or without the school logo.



A red sweatshirt or cardigan, with the school logo.



Grey tailored trousers, tailored shorts, skirts or pinafore dress.



Children should wear black school shoes, preferably that fasten with Velcro. Boots and trainers should not be worn.



Socks and tights should be plain and in the school colours - grey, black, white or red.

Hair up and no watches or bracelets.

Hair ties, clips, ribbons or 'scrunchies' should be in school colours. No massive bows please.

If your child wears earrings: small gold or silver studs.

School Uniform (continued)

Children may also have:

- A red school fleece with the school logo



- A summer dress in red and white



P.E. Kit - Monday & Tuesday



- Children come to school in the correct PE kit on PE days.
 - School jumper/fleece, black/navy shorts, white T-shirt and trainers.
 - In the colder months black/navy joggers.
 - Please write your child's name on everything! Please check.
 - No jewellery to be worn (except any religious jewellery which needs to be covered with a sweat band).
 - Hair tied up.
-

Outdoor Clothes

- Please ensure children have a raincoat at school just in case it rains. It will!
- Children will need wellies to access certain areas of the playground when it is wet, please make sure they have a named pair in school.



Forest School

- In Year One the children have 6 Forest School sessions starting in the Spring Term.
- Dates will be shared nearer to the time.
- Children will need to bring in a forest school kit including waterproof trousers, coat and wellies as we will be going out in all weather.

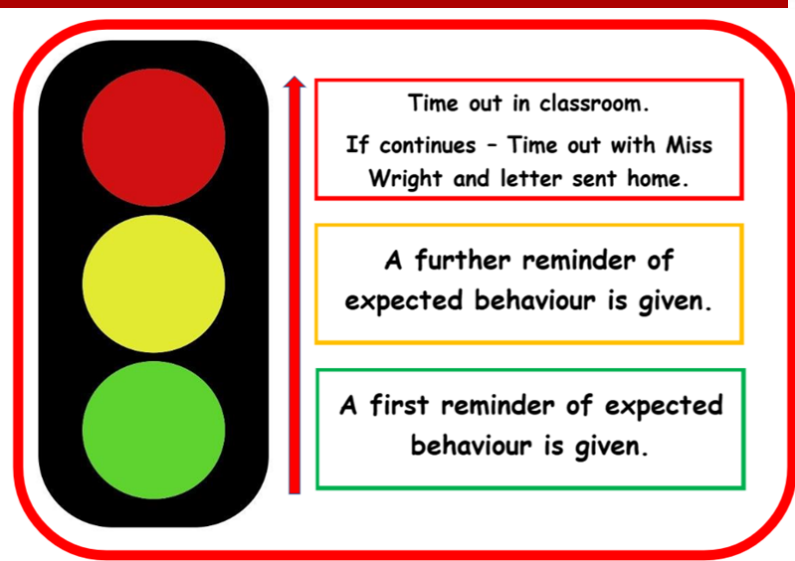


Rewards

- Class Dojo
- Marbles in the jar
- Stickers
- Wonderful Work
- Marvellous Manners
- Golden time on Friday afternoon



Consequences



We work hard to encourage positive behaviour and are always looking for reasons to reward the children.

However, there are some occasions where children need reminders to make the right choices in the classroom.

If children receive 4 'warnings' they will have a short time out with Miss Wright. In this case you will get a slip informing you of this and of what happened.

In this instance, please support us by having a chat with your child at home.

- Class Dojo is used in Year 1 for Learning Logs and to communicate important information via class story. This year we are not using the chat function.



The screenshot shows the ClassDojo website interface. At the top left is the ClassDojo logo, and at the top right are navigation links for "Teachers", "Schools", "Resources", and "Dojo Islands". The main heading reads "Where classrooms become communities". Below this, it states "Loved by more than 50 million students and parents. Free for teachers, forever." Underneath is the text "Get started as a..." followed by four buttons: "Teacher" (with a heart icon), "Parent" (with a house icon), "Student" (with a backpack icon), and "School Leader" (with a graduation cap icon). Each button has a blue arrow pointing right.

How to get in touch

School office - phone or email:

- For things that need to be brought to our attention that day
- Matters related to absence/attendance, medical appointments, different person collecting, after-school clubs

Face-to-face when picking up at the end of the day:

- For small, day-to-day matters
- For non-urgent matters that we need to know

School website - general information for parents:

<https://www.farnhamcommonvillageschools.co.uk/>

<https://tinyurl.com/yc2uzkzy>

We look forward to working with you
to help your child to shine.



Thank you for coming.

Please come and ask us any questions.

Mr Ince and Miss Field
