

# Year 1



# Meet the team

## Teachers

Class 5 - Rachel Herron

Class 6 - Daisy Whitehead

Class 7 - Clare Bonnington

Class 8 - Eva Bland and Charlotte Constantinou

## Teaching Assistants

Laura Crookes (full day)

Charlotte Bothemley (morning)

Marianna Castro (morning)

Helen Murphy (full day)



## Code of Behaviour

Aiming High and Having Fun!



**Be Safe**



**Be Kind**

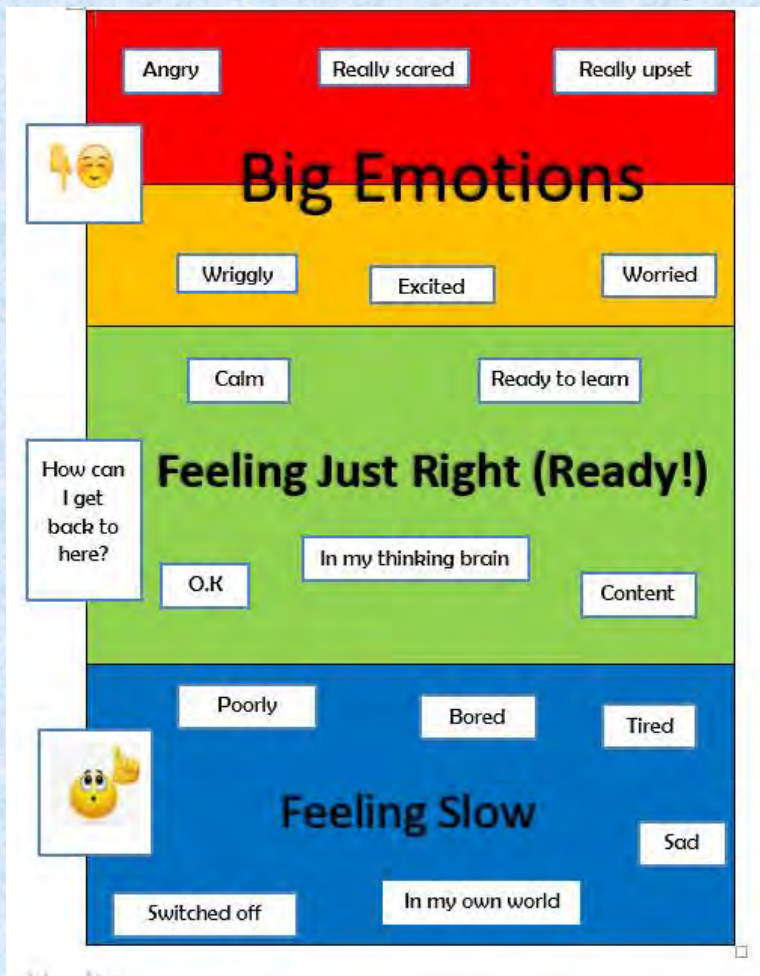
**Be Ready!**



 163 Adam	 118 Carlos
 185 Cristobal	 108 Dalia
 46 Dante	 107 Daphane
 76 Elizabeth	 94 Erika

# Healthy Minds

The children's wellbeing is top priority for us at Lydgate Infant School.



How can I calm myself down or wake myself back up?



**Arm massage**

Squeeze your arms with your hands firmly, starting from your wrists and working up to your shoulders.



**Push your palms together**

Face your palms together and push and hold for 5-10 seconds.



**Pull your fingers together**

Lock your hands together by using your fingertips (except thumbs) and pull them apart as hard as you can.



**Bear Hug**

Wrap your arms around your chest or knees and give yourself a big, firm hug.

# Topics



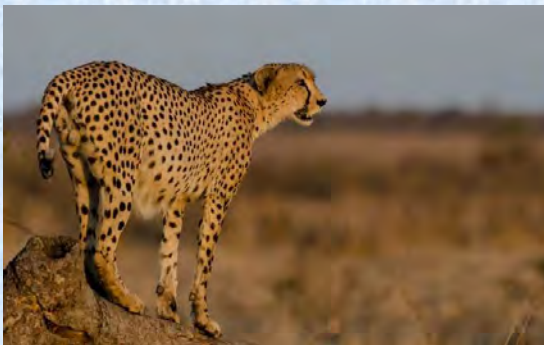
Autumn 1 - Super Me!



Autumn 2 - Toys



Spring 1 - Castles



Spring 2- Animals



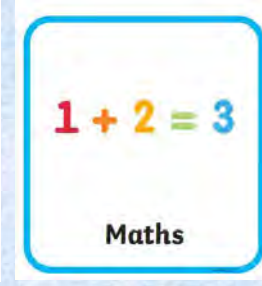
Summer 1 - Plants



Summer 2 - Pirates

# A typical day

am

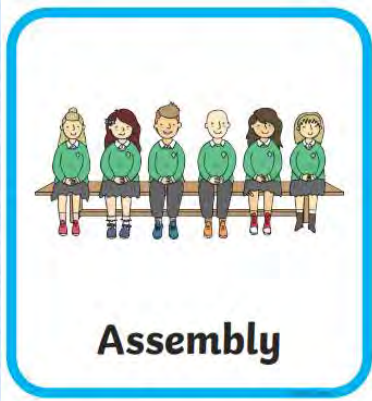


pm

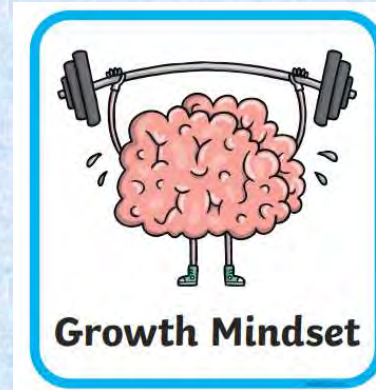


The children engage in a wider curriculum subject in the afternoon.  
This may be Geography, History, PE, Science, Computing, Music, Art, DT or RE.

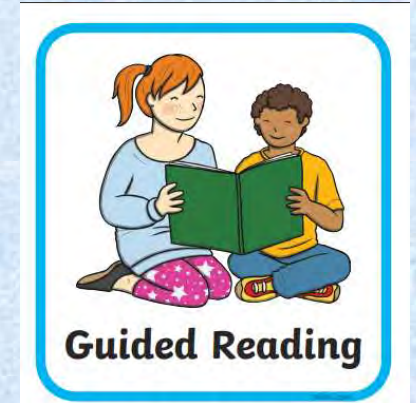
# Other parts of the school day



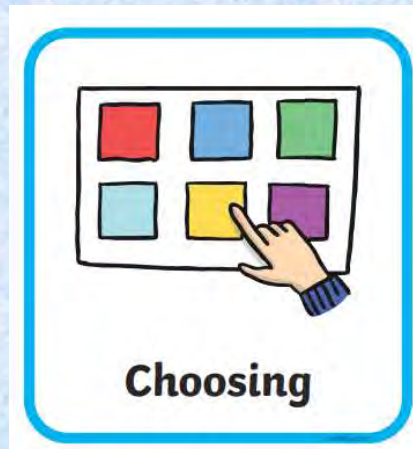
This may be singing, L4L or a special book assembly!



RHE, SEAL and P4C are a very important part of children's development.



Every child is read with during the week.



We still have continuous provision in Year 1 and believe it is essential for children to continue to learn through play.

Each area has a challenge for the children to complete based on the current topic or book we are learning about.

# Outdoor Learning and PE



- Exercise is extremely important to us in Year 1. As well as children's PE lessons, we always make time for moving our bodies at other times in the day. For example: wake and shake, spelling aerobics and brain breaks during the day!
  - We also enjoy taking part in the daily mile which is 10 laps around our playground!
  - **Please bring in a PE bag** (white t-shirt, black shorts, trainers / pumps) as soon as possible. We will slowly be training the children how to get ready independently for PE. If your child has pierced ears, please remove these on your child's PE days.
- 
- Outdoor learning is important for children to be able to express themselves. This may be through big build equipment or a visit to our Wildlife Garden.
  - We have Scrap Shed provision which the children access at lunch time.



# Upstairs classrooms

Class 7



Class 8



# Downstairs classrooms

Class 5



Class 6



# Continuous Provision



Maths Area



Writing / Phonics Area



Reading Area

# Continuous Provision



Role Play Area



Fine Motor Area



Small World Area

# Continuous Provision



Creative Area



Sand / Water Area



Construction Area

# Maths

- In Year 1, children enjoy daily Maths lessons.
- We follow the White Rose scheme of learning.
- At the beginning of Year 1, children work in small groups. We then move on to whole class Mastery teaching.
- We have daily Maths hotspots to embed key mathematical skills and key instant recall facts.



## What is Mastery Maths?

There are 3 main activities each day.

### 1. Skill

Children will use a range of concrete objects (*cubes, straws, counters, numicon*)

### 2. Master

Children will apply the skill to different contexts allowing children to develop their fluency.

### 3. Deepen

Children will undertake problem solving activities and make connections in their learning.

# English

- Children have daily English lessons.
- All of our English lessons are focused on high quality texts.
- Our English lessons lead up to a final writing piece that is written for a specific audience and purpose.
- We like to bring a lot of drama and oracy activities into our English lessons.
- We teach children to think, say, write and check each sentence.
- Reading widely is key to becoming a good writer!
- You may start to hear your child talk about Rainbow Writing. This helps children to carefully check their own work for accurate punctuation.



# Handwriting

- Correct number and letter formation is important.
- We teach discrete handwriting sessions each week and ensure children are forming the letters correctly in their independent writing too.
- Handwriting is taught in families.
- We teach children the letter sound and the letter name.
- Recognition and formation of capital letters is essential in Year 1.

**Handwriting**

Children are taught to sit correctly at a table, holding a pencil comfortably and correctly. Children learn the letter sounds and the letter names.

**Foundation 2**  
Children begin by practising patterns that they will use in their handwriting. Children then move on to the four handwriting families, focusing on the way the letters are formed (starting and finishing in the right place).

**Year 1**  
Children build up their confidence to form the letters correctly and begin to look at ascenders (l, t, b, h, k, d, f) and descenders (y, j, p, g, q, f).

**Year 2**  
Children will move on to learning pre cursive letter formation before eventually learning how to join letters.


**Number Formation**


0 1 2 3 4  
5 6 7 8 9





**Capital Letter Formation**


A B C D E F G H I  
J K L M N O P Q  
R S T U V W X  
Y Z

**Handwriting Families**

Ladder letters  One armed robot letters 

Curly caterpillar letters  Zigzag letters 

 i l t u y j  
 r n m b h k p  
 c o a d g q e f s  
 v w x z

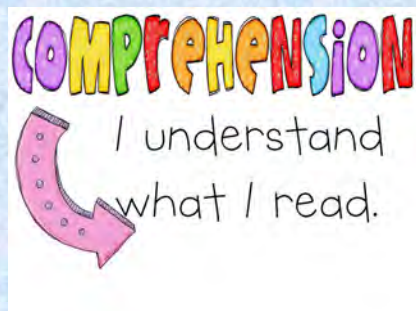
 i l t u y j  
 r n m b h k p  
 c o a d g q e f s  
 v w x z

# Reading

- We encourage children in Year 1 to use phonics as a first approach to reading.
- We follow a phonics programme called Little Wandle.

## Reading in Year 1:

- Phonics
- Guided Reading
- Daily story time
- English lessons
- 1:1 reading
- Whole Class reading
- Library visits
- Book assemblies
- Reading areas
- Reading for enjoyment
- High quality texts



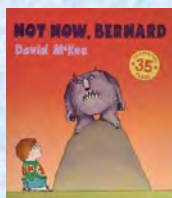
## Comprehension

The aim of reading is comprehension.

Written language is different from spoken language. We need to support children to help them learn to comprehend what they read.

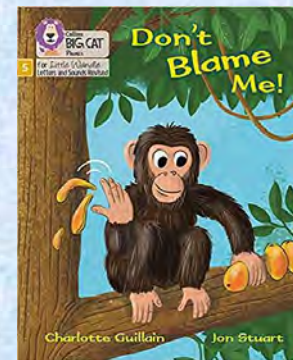
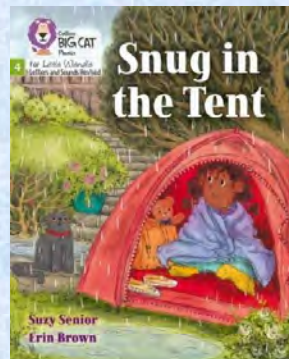
## What is comprehension?

- Child making sense of the texts they read
- Fluency
- Role of talk and vocabulary
- Literal and inferential comprehension
- Summarising
- Predicting
- Clarifying
- Questioning

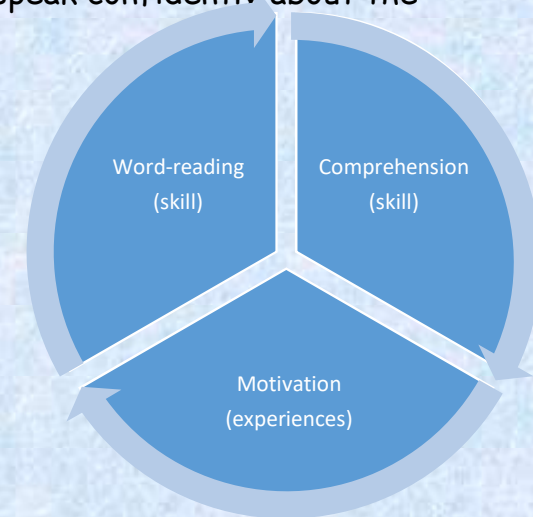


# Phonics Book

- Your child will read the same book in school with a teacher or teaching assistant up to three times a week. This will be a fully decodable book, meaning that children will know all of the sounds and tricky words in the book.
- The focus for reading sessions will be: decoding, prosody (intonation and expression) and comprehension.
- The aim is for children to be able to read the book completely independently without needing adult support. Hopefully you should find that your child can read their phonics book with ease.
- Children will read the same book at home that they are reading at school. Therefore, it is essential that children have their **phonics book and reading diary in their book bag every day**. Children may read on different days each week and if they do not have their phonics book in their book bag then they will not be able to join in with the guided reading sessions.
- Children keep their phonics book for a whole week. It would be fantastic if you could read this book with them as much as possible so that they are not having to decode words in the book and read with fluency. They should also be able to speak confidently about the book.
- Please avoid putting water bottles in book bags.



Phase 2 → Phase 3 → Phase 4 → Phase 5



There is a double spread page for each week.

Staff will leave comments on the left hand side. This will let you know what children have done during their reading sessions and ideas to help at home.

We will write in the comments if your child is finding any sounds, words or specific skills tricky.

Your class teacher will let you know in the reading diary if your child has moved up a reading level.

**School Reading Record**  
Staff member to complete: \_\_\_\_\_ Week beginning: \_\_\_\_\_

This week we have focussed on:

- Segmenting and blending
- Predicting
- Questioning
- Clarifying
- Summarising
- Fluency

Date	Book and Comments	Initials

**Home Reading Record**  
Parent/Carer to complete

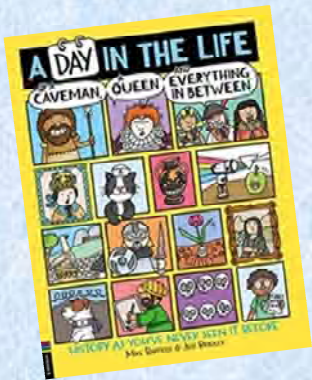
	Book	Comments	Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Comments: _____			

Parents can write on the right hand side. Please let us know which days you have read and write any queries in the 'comments' box.

We believe a little and often approach is best to help progress children's reading.

# Library Book

- Your child will also bring home a library book each week.
- Our aim is for children to have a love of reading and to want to do this in their own time.
- This is a book that the children will choose themselves. Children will need support with their library book as they are not decodable texts. This might be a great book for you to read to them too! Reading aloud to children is essential for them to develop a love of reading.
- Children will keep their library book for a week / fortnight before changing it again.



# Phonics

- Words are made up from units of sounds called phonemes.
- Phonics teaches the relationship between letters and these sounds.
- Phonics is about pure sounds.
- During Phonics lessons, we also teach the tricky words and 100 high frequency words. Children need to be able to read and spell the words automatically.
- We will send home information about sounds and tricky words that we are learning in class.



## Phonics Screening Check

- All children in Year 1 take the phonics screening check.
- The check contains 40 words, some real and some 'alien' (non-words).
- The class teacher conducts the screening 1:1.
- In the past, children have had to get a score of 32 out of 40 to pass.

Phonics is a brilliant way for children to learn to read - it is not about the Phonics Screening Check!

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plug

sweep

thankful

# Little Wandle

It may be useful to visit the Little Wandle website to find out more about how we teach children to read.

<https://www.littlewandlelettersandsounds.org.uk/>



A screenshot of the Little Wandle website homepage. The top navigation bar is white and contains the Little Wandle logo on the left, which is a circular orange emblem with a bird and the text 'Little Wandle LETTERS AND SOUNDS REVISED'. To the right of the logo are three orange buttons: 'Join', 'View basket', and 'Log in'. Below these buttons is a horizontal menu with the following links: 'About us', 'For parents', 'Why join?', 'FAQs', 'Everybody read!', 'Shop', and 'Contact us'. The main content area has a teal background with the text 'Teach reading: change lives!' in white. Below this text is a video player showing a woman speaking in front of a bookshelf. A red arrow points from a blue-bordered box on the right towards the 'For parents' link in the navigation menu.

Click on the 'for parents' tab

## Support for phonics

## How we teach

## Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

### Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2





Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1

Short videos to watch about pronunciation.

## How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain.	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo

Lots of useful documents about how to form letters and how to pronounce sounds. This includes useful rhymes to remember the sounds!

Support for phonics

How we teach

Books coming home

The videos on this page show parents how we teach your child specific aspects of phonics in class.

### Useful videos



A quick guide to alien words



How we teach tricky words



How we teach blending



How we teach Phase 5

'How we teach' tab


'Books coming home' tab

Support for phonics

How we teach

Books coming home







 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

Children will have spent a lot of time in F2 learning Phase 2. Ensure children are using the pure sound when sound talking.

In Phase 3, the sounds are mainly made up of 2 letters making 1 sound. We call these digraphs. 3 letters making 1 sound are called trigraphs.

You may notice that your children spells a lot of words using Phase 3 digraphs. We praise the children for this at this stage in the year as children have not learnt any alternate digraphs yet.

For example: spelling **cake** like this: **caik**

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

# Phase 4

Children do not learn any new sounds in Phase 4, but learn about adjacent consonants (two or more consonants that appear next to each other).

This may be **CCVC** words like **frog**.

It could be **CVCC** words like **went**.

This is an important phase as children find adjacent consonants tricky to make with their mouth (for example: saying 'tee' instead of 'tree').




They will also learn to read compound words in Phase 4 (for example: windmill).

# Phase 5

This is an important phase in Year 1.

This teaches children that there is more than one way to make the same sound.

Children are expected to read Phase 5 sounds in words by the end of Year 1. They may be starting to choose the correct digraph when writing the words too.

					yoo		
ai	ee	igh	oa	oo		oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							

# Assessment

- We assess children regularly and ensure children know their next step to further their learning.
- There may be some children who continue to work towards the Foundation ELG's whilst others will be working from the Year 1 National Curriculum.
- Children do not know when they are being assessed.
- In Phonics, children are regularly assessed on the sounds and the tricky words. Missing gaps will be picked up quickly.
- Assessments for Maths and English take place daily to identify where extra practice and support is needed.



# How you can support your child at home

- Reading little and often (3 - 5 times a week).
- Working on any targets that are written in the reading diaries.
- Every Friday we will send home a phonics sheet. We will also be sending home spelling and maths challenges.
- Please make sure all of your child's uniform and PE kit is named.
- This is a partnership! Don't struggle alone, we are here to support you!

