



Welcome to Year One

2025



Staff

Chestnut

Mrs Somerville

Silver Birch

Mrs Thuambe – Monday, Tuesday, Wednesday

Mr Gunn – Thursday, Friday

PPA – alternate Wednesdays

Chestnut – Mrs Peters

Silver Birch – Mrs Croxford

Support staff

Mrs Plonka

Mrs Toublic

Mrs Blair

Mrs Croxford

Mrs Peters

SENDCo – Mrs Bunce Family support worker – Mrs Lennon

Things to bring into school each day ...

- Reading books and reading record in book bag - **1 small flat key ring only**
- Water bottle NEVER in book bag. (no juice)
- Coat



Further general information

- NAME **EVERYTHING**
- Long hair should be tied up every day including on non-uniform days. Hairbands plain.
- Ear rings – plain studs only. Please remove on PE days - see class room window
- Birthdays – no sweets etc, your child can wear their own clothes.
- Footwear on non-uniform days should still be suitable for running, climbing etc, **no laces unless your child can tie them.**
- Let us know any change to pick up arrangements – written note or through office
- Check your child's book bag for letters & check your WEDUC account
- Playground equipment is **ONLY** for supervised use during school hours.
- Children are encouraged to use the toilets at the beginning of the day, playtimes and lunchtimes, or during breaks between lessons.

PE

Mondays and Wednesday

- Yellow or blue t-shirt/blue shorts
 - Plimsolls/trainers
 - Joggers/sweatshirt for colder days
 - Socks if girls wear tights to school
-
- Remove ear rings or provide tape & cover them up.
 - NAME EVERYTHING
 - Kit stays on peg until the holiday
 - Check sizing each holiday – can your child easily get their uniform & PE kit on & off.
 - Check name label can still be read.





Sounds~write is our phonics scheme

- Starts with what children learn naturally – the sounds of their own language
- Teaches them how those sounds are represented in writing.

Students are taught **four key concepts**:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters (dog, street, night, dough)
3. The same sound can be spelled in different ways (rain, break, stay, gate)
4. The same spelling can represent different sounds (head, seat, break)

Students are taught to master **three key skills**:

1. Segmenting - the ability to pull apart the individual sounds in words
2. Blending - the ability to push sounds together to build words
3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

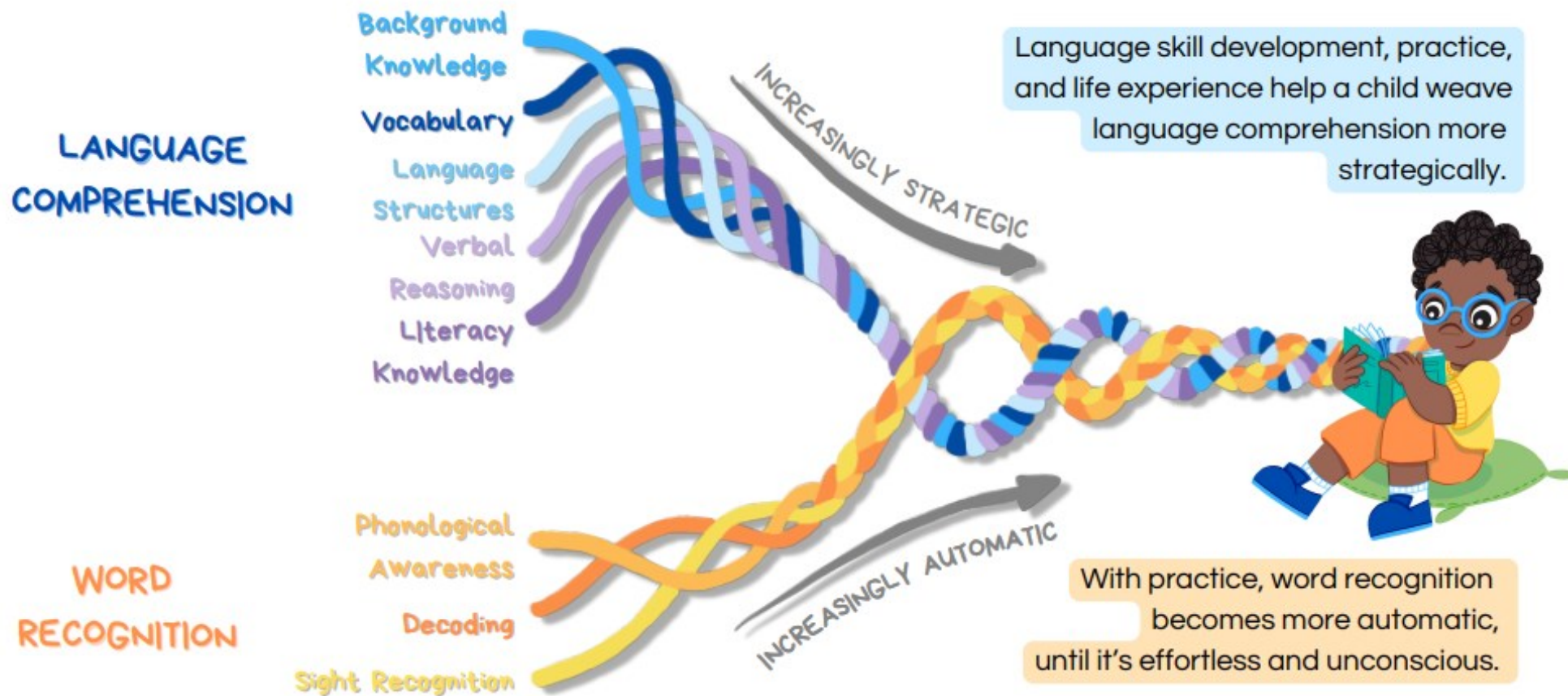
Sounds-Write



- Weekly books. 1 phonics book, 1 book to share, 1 library book,
- Read the phonics book at least 3 times. Repetition helps confidence and fluency.
- PLEASE sign the reading record book **every time** you read together.
- [Alex saying the sounds Sounds-Write Initial Code – YouTube](#)
- We encourage ALL parents/carers to access the online course
- [Free Early Childhood Education Tutorial - Help your child to read and write | Udemy](#)
- Ipad app



SCARBOROUGH'S READING ROPE



Sounds-Write
FIRST RATE PHONICS



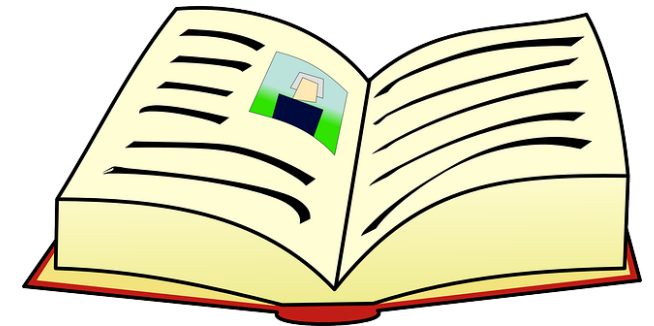
Books

- Library book and sharing book – look at these together, read to your child, talk about the pictures, ask questions.
- Speak in full sentences and model answers in full sentences.
- Library day - Thursday. Can you help?
- Phonics book – read at least 3 times and date each time.



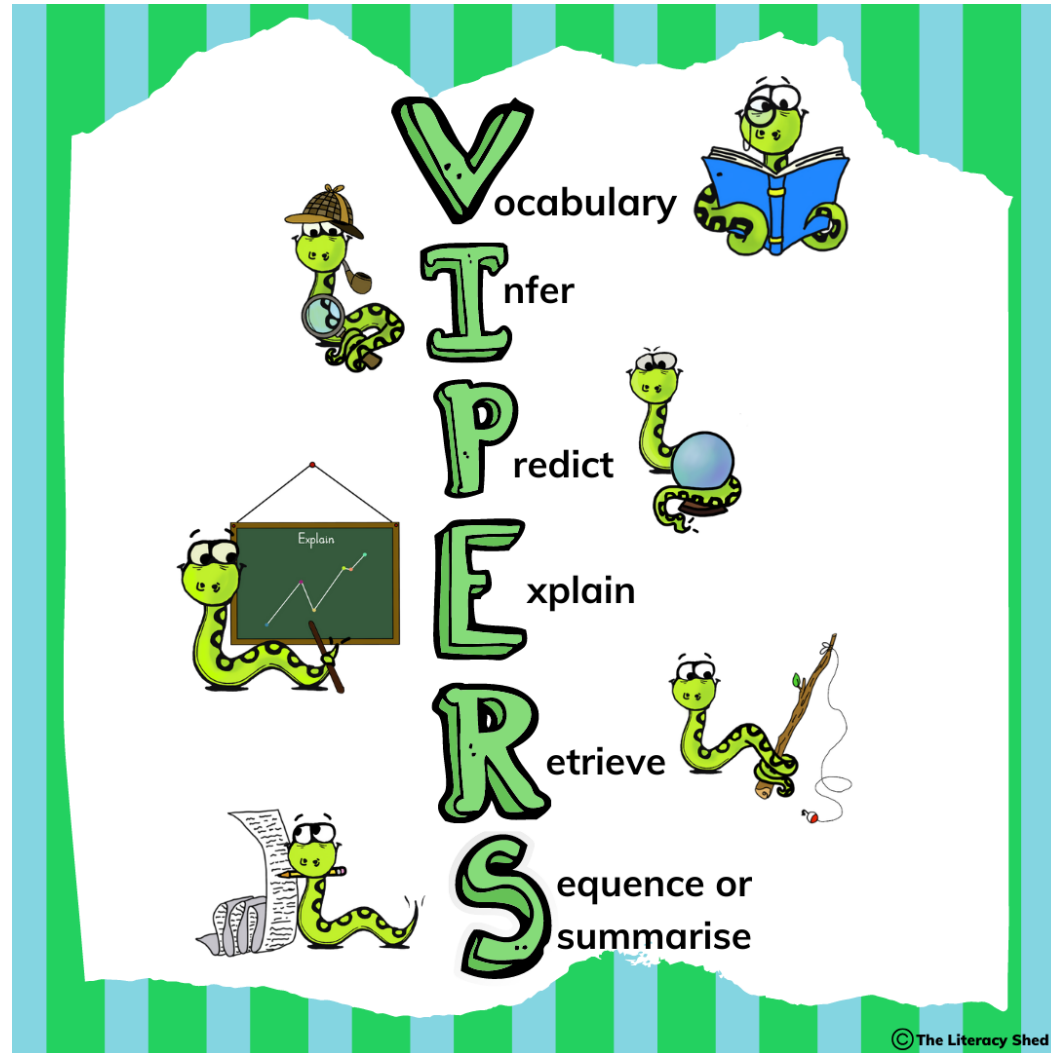
Dates

- Reading Guardian training
Tuesday 30th September 2.40 **or**
Wednesday 1st October 8.40
- Y1 Parent workshop
 - Thursday 23rd October 1.30pm
- Reading for Pleasure Booknic – cancelled
 - A morning date to be confirmed.



Reading Comprehension

- VIPERs



Reading
for
pleasure



The Million word gap

The number of words children will have heard by the age of 5.

Science Daily 2019 quoted in The Reading Framework DfE July 2023



Never read to	4,662
1-2 times per week	63,570
3-5 times per week	169,520
Daily	296,600
5 books a day	1,483,300

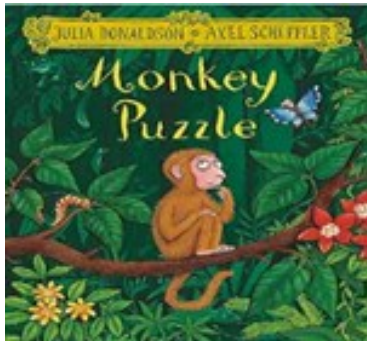
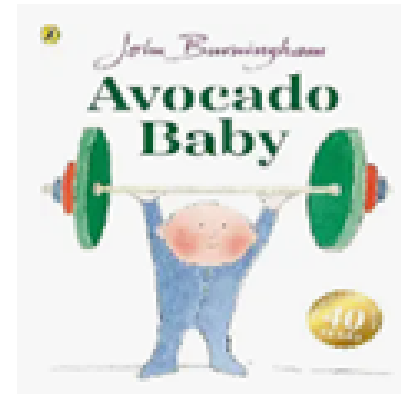
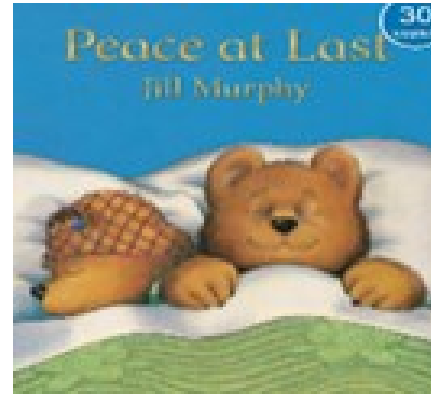
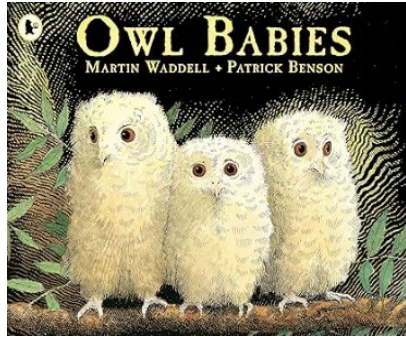
I am a Clever Writer

End of year one expectations

- I can re-read what I have written to check that it makes sense.
- I can write some sentences to form short narratives.
- I can use a tripod pencil grip.
- I can form my lower-case and capital letters correctly.
- I can use a capital letter at the beginning of a sentence.
- I can leave spaces between words.
- I can use 'and' to join two sentences.
- I can spell 80% Year 1 everyday words.



Stories to inspire writing



Handwriting

Fine motor skills.

- Pegs
- Playdough
- Scissors
- Threading
- Colouring

‘Pinch and rest’ pencil grip

<http://oaklandsinfants.org/handwriting/>



Spelling

- List from English National Curriculum
- Sent home every 2-3 weeks & assessed near the end of half term.
- Roughly matched with sounds/spellings being taught.
- Say the sounds as you write the word.



<http://oaklandsinfants.org/phonics-2/>

Maths

www.ncetm.org.uk/teaching-for-mastery

www.whiterosemaths.com



- *We use a maths mastery approach.*
- *A mathematical concept or skill has been mastered when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations.*
- *The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together.*
- *The children will bring home Key Instant Recall Facts KIRFs each half term on which they will be assessed at the end of the half term.*



Year 1 Autumn 1

Strategy

Five and A Bit

Five and A Bit



The numbers 6, 7, 8 and 9 are made up of 'five and a bit'. This can be shown on hands, and supports decomposition of these numbers into their five and a bit parts (e.g. $5 + 3 = 8$, $9 - 5 = 4$).

Facts to learn:

$$5 + 1 = 6$$

$$5 + 2 = 7$$

$$5 + 3 = 8$$

$$5 + 4 = 9$$

$$5 + 5 = 10$$

Facts to learn:

$$6 - 5 = 1$$

$$7 - 5 = 2$$

$$8 - 5 = 3$$

$$9 - 5 = 4$$

$$10 - 5 = 5$$

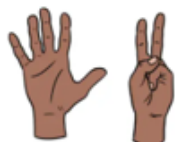
It is important for children to look at these in order to learn the pattern and make connections. They should also be able to know them out of sequence and they will be tested on them in a random order.

Key Vocabulary

add plus total of

subtract less than minus

Q1. There are 7 fingers. We can say that 7 is five and ____ more. Choose the number that completes the sentence.



Q5. How many ladybirds can you see?



End of Year one expectations in maths.

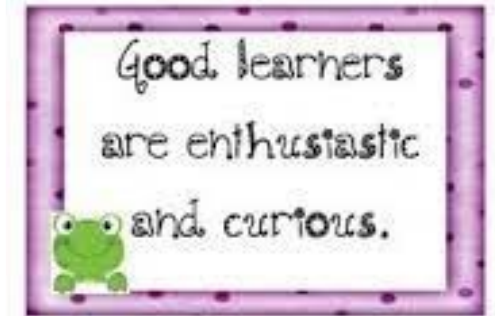
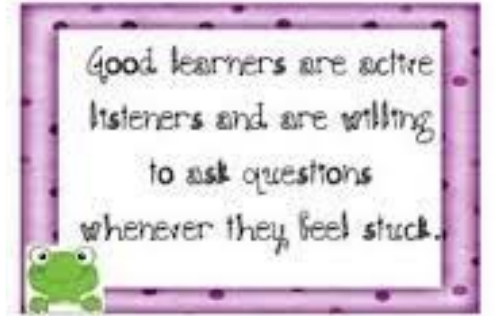
- Count within 100, forwards and backwards, starting with any number
- Develop fluency in addition and subtraction facts within 10
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers
- Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
- Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

How can you help?

- Number bonds
- Card games, board games, dice games
- Talk to your child when shopping. Physical money
- Cooking
- Look for shapes around the house or when out for a walk

A positive Learning Environment!

- Our approach – The Oaklands Way
- Marble jar
- Star of the week.
- Character leaves given in assembly. Afternoon tea with Miss Weston, leaf on the tree in the hall.
- Leaf comes home each half term for you to complete with how your child has shown those characteristics at home.
- We will send a leaf home for you to add how your child is showing that characteristic outside of school.



Our Character Rules

Goldie

I will remember my Marvellous Manners.

- *I will listen to adults and other children*
- *I will speak in a polite tone*
- *I will be ready to learn and allow others to learn*
- *I will knock before entering a room*



Holly

I will have a go.

- *I will try new things*
- *I will have a go at tasks set by my teacher*
- *I will try my best*



Solo

I will try it on my own.

- *I will try to do tasks by myself before asking for help*
- *I will look after my own things*
- *I will try to find a way to solve a problem myself*
- *I will say 'stop it, I don't like it' if a friend does something I don't like*



Ivy

I will challenge myself.

- *I will not give up when something is difficult*
- *I will act on advice to improve my work*
- *I will keep trying*



Laurie

I will be proud of achievements.

- *I will show others that I am proud when they achieve something*
- *I will take pride in all that I do*



Casey

I will be caring.

- *I will be a good friend to others*
- *I will look after our school*
- *I will use kind hands and words*
- *I will offer to help*



School Termly focus...

Autumn 1 – Goldie

Autumn 2 – Holly

Spring 1 – Solo

Spring 2 – Ivy

Summer 1 – Laurie

Summer 2 – Casey

<http://oaklandsinfants.org/visions-and-values/>



Year one topics

All About Us Reminder: 3 photographs of your child A6 on paper – baby, toddler, now

Walk on the Wild Side

Christmas

Lower the Drawbridge

And it grew...,

Far, far away

Toy Story

Seasons

Visits and visitors & approximate costs

Autumn term

- Harvest festival donations to the local foodbank
- PTA non- uniform £1
- Poppy appeal
- Children in Need
- Fireworks PTA
- Pantomime – alternately in school or at the theatre – last time - £21.50
- Christmas play maybe an appeal afterwards
- Elfridges PTA
- St John's church, carol service

Spring term

- Windsor Castle – last time £20.50

Summer term

- Woolley Firs Last time - £21.00
- Library
- Toy workshop cost – PTA paid last year
- Crazy hair day PTA

After/before school sports activities/chess/music lessons

Show & tell

Autumn 1 – a holiday picture/map/postcard/souvenir

Autumn 2 – -my favourite animal

- a photograph of something special for RE

Spring 1 – a favourite book

Spring 2 – topic related – plants and trees

Summer 1 – topic related – geography – China/other countries

Summer 2 – a picture of favourite toy/any information about toys from parents/grandparents

Please talk with your child about what they might say and prepare them to speak to an audience.

How can you support your child?

- Have a routine
- Read to your child
- Read 4/5 times a week & sign reading record book **every time.**
- Use the home learning sheets
- After a topic talk about what is on the knowledge organiser
- Review maths key facts frequently
- Play board/dice/card games
- Cook together, lay the table, plan an event together
- Volunteer – library/**gardening**/PTA/reading guardians/play board games
- Come to – Reading for Pleasure events
 - Parent evenings (last week before October & Feb half term)
 - Celebration of learning
 - Assembly
 - Christmas play

Where can you find information?

Our door is always open. Please come
and talk to us at the end of the day.

School website

School emails

Home Learning sheets

Parents' evening

Newsletters

Celebrations of Learning

WEDUC

