



Meet the Teacher

Class Teachers

Mrs Lund - Mon, Tue (8.30-9), Thu & Fri

Mrs Elliot - Tue (from 9am) & Wed

Teaching Assistants -

Miss Francis - Mon

Mrs Slaney - Tues & Wed

Mrs Mollatt - Thu & Fri

In addition, from 10th October-16th December:

Student Teacher - Ms Matthews



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Who is who in school?



<https://www.st-patricksrc.notts.sch.uk/>

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Communication



Year 1 communication will be via the following:

- ParentMail
- Class email address:
Year1@st-patricksrc.notts.sch.uk
- School website:
<https://www.st-patricksrc.notts.sch.uk>

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Key Policies



Behaviour policy

Child protection policy

Attendance policy

Be a STAR



S- Sit up and pay attention



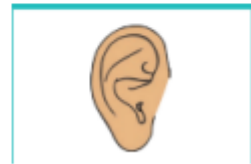
T- Track the person who is speaking



A –Ask and Answer



R- Remember what has been said



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Attendance and Punctuality

Our school day timings are 8.30am - 3.20pm

The gates to school will be open until 8.45am.

After this, you need to report to the main office via the
Ling Forest Road entrance.

After 8.45am, your child will be registered as late.

[Attendance information for parents and carers](#)

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Y1 Class Timetable



Y1 Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor
9am	Maths	Maths	Maths	Maths	Maths
10am	Break				
10.15am	Phonics	Phonics	Phonics	Phonics	Music 10.30-11.00
10.45am	English	English	PE	English	Phonics
11.30am	Lunch				
12.30pm	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number
1pm	RE	History/Geog	English	RE	English
2pm	Break				
2.10pm	PE	ART/DT	Science	RSHE / Forest School	Computing
3.10pm	Story	Story	Story	Story	Story
3.20pm	Home Time				

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Topics covered in Year 1

RE - Autumn

1. **Families** - Why do we have a family and who is my family?

Harvest

2. **Belonging** - What does it mean to belong?

World Faith Week - Judaism - Abraham and Moses

3. **Waiting** - Is waiting always difficult?

RE - Spring

4. **Special People** - What makes a person special?

5. **Meals** - What makes some meals special?

Multi Faith Week - Islam

6. **Change** - How and why do things change?

RE - Summer

7. **Holidays and Holydays** - Do we need holidays and holydays?

8. **Being Sorry** - Why should we be sorry?

9. **Neighbours** - Who is my neighbour?

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Topics covered in Year 1



History

- My Family History
- The Greatest explorers
- Great Inventions - Transport

Geography

- UK (4 countries and seas around UK)
- Our local Area (England, Nottinghamshire, Mansfield, Address, settlements, compare city/village, map sketch, compass points)
- Seasons and Weather (4 seasons, months of year of these, weather, know differences of the seasons)

Science

- Animals including humans
- Plants
- Use of everyday materials
- Seasonal changes

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Behaviour Expectations and Rewards

Our principles are based upon the School's Mission Statement:
'Belonging, caring and sharing, safe in the arms of God's love.'



Rules: In our school we ...

- Are gentle
- Are kind and helpful
- Listen
- Are honest
- Work hard
- Look after property

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines

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Reading Systems and Reading Practice Sessions in Y1

Each child will continue to be taught in whole class sessions in Phonics, to develop their skills and understanding and in readiness for the end of year Phonics Screening. We teach using the Little Wandle Letters and Sounds programme and helpful information can be found on Phonics and Reading at:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Other useful reading and phonics resources for parents and carers:

https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf

https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-ENGAGING-PARENTS_FINAL.pdf

<https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf>

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Reading Systems and Reading Practice Sessions in Y1

They will be reading books in school which promote fluency and understanding, in line with the phoneme they are taught.

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home:

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read one of the words, read it to them and practise decoding and recognising this word. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Your child may also be allocated reading books online through Collins Big Cat ebooks: <https://ebooks.collinsopenpage.com/>



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**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading



“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you already read today?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account and includes details such as the meter number, billing period, and amount due. It also features a table showing the breakdown of charges for water and sewer services.

QUARTERLY Utilities Invoice			
NAME: SMITH, JOHN		ACCT NUMBER: 123456	
FOR SERVICE AT: 123 MAIN ST		ACCESS CODE: 11111	
ACCOUNT TYPE: RESIDENTIAL		DUE DATE: May 14, 2020	
METER NO. A-12345678		BILLING PERIOD: Jan 1, 2020 - Mar 31, 2020	
PREVIOUS BILL AMOUNT		TO: BILLING DATE: Apr 7, 2020	
NO. OF DAYS		FOLIO: 12345 123	
CURRENT READING		ROUTE: 10	
CONSUMPTION		AMOUNT	
Feb 14, 2020	168	68 CUBIC METERS	324.63
Apr 7, 2020	236	45.00 CUBIC METERS	-324.63
Apr 7, 2020		28.00 CUBIC METERS	7.48
Apr 7, 2020			96.00
Apr 7, 2020			35.60
Apr 7, 2020			50.12
Apr 7, 2020			17.60
Apr 7, 2020			25.39
Apr 7, 2020			4.11
Apr 7, 2020			392.50



Phonics

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph











Blend

Segment

Teaching order









Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Gradually your child learns the entire alphabetic code:



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
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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

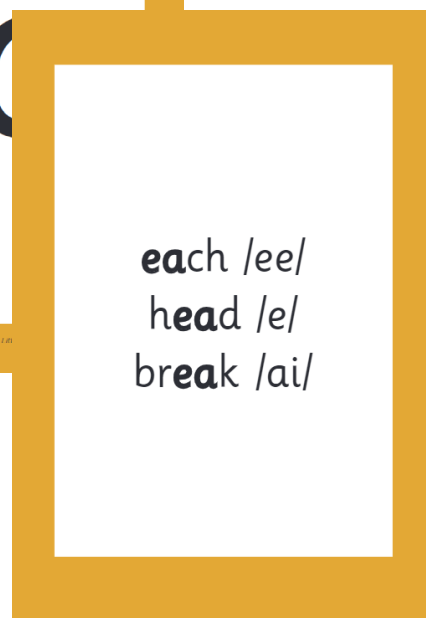
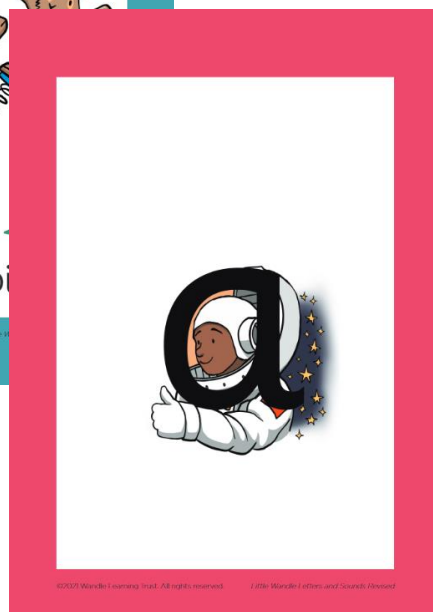
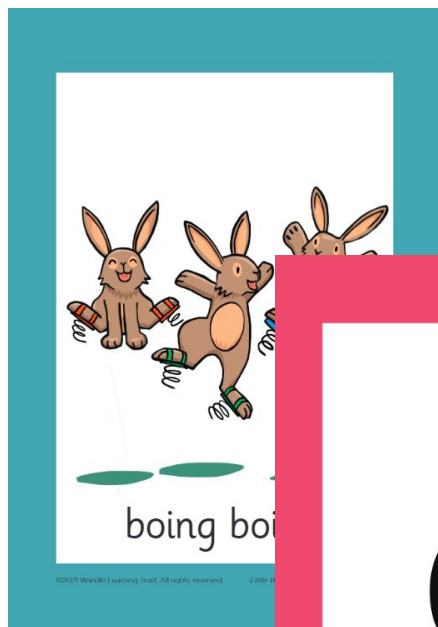
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ 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
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How we make learning stick





Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



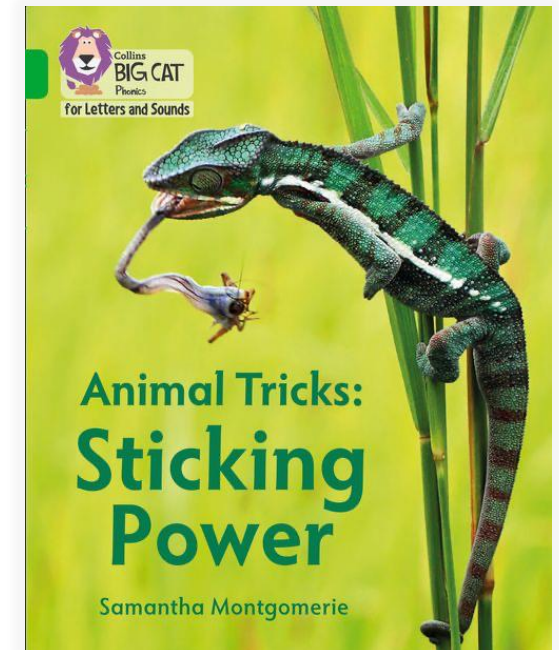
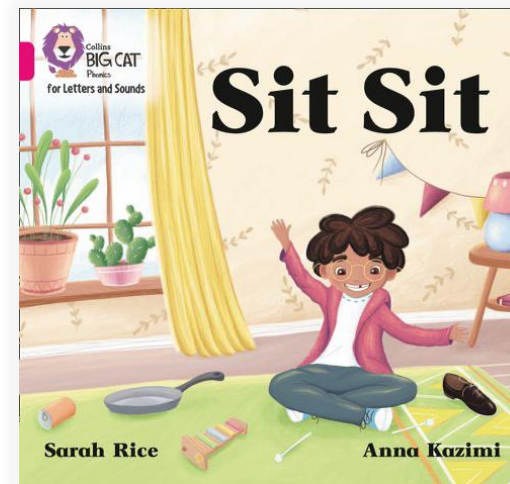
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



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.





Reading at home

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



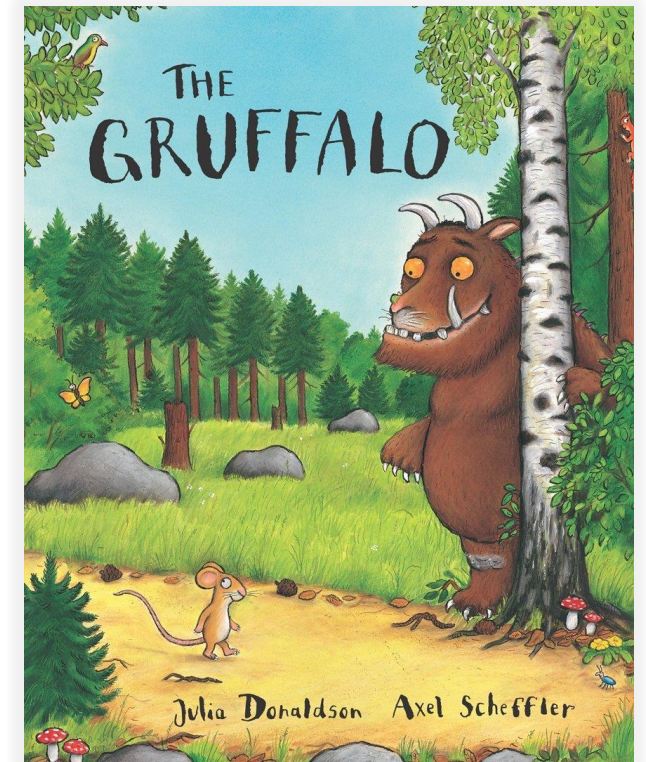
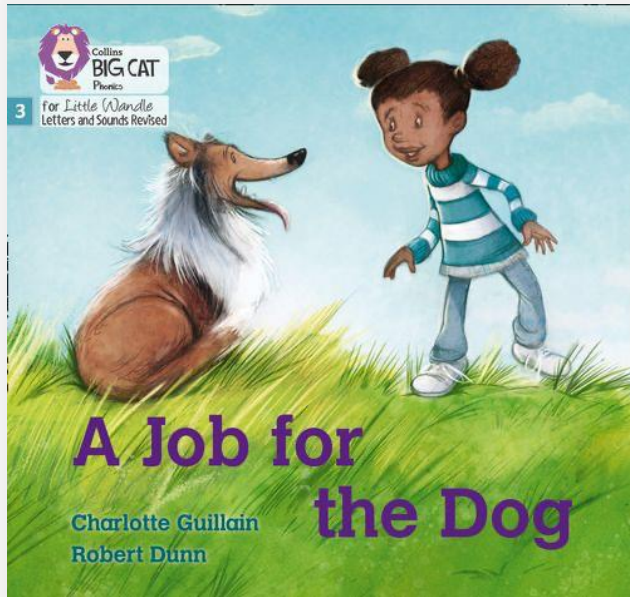
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

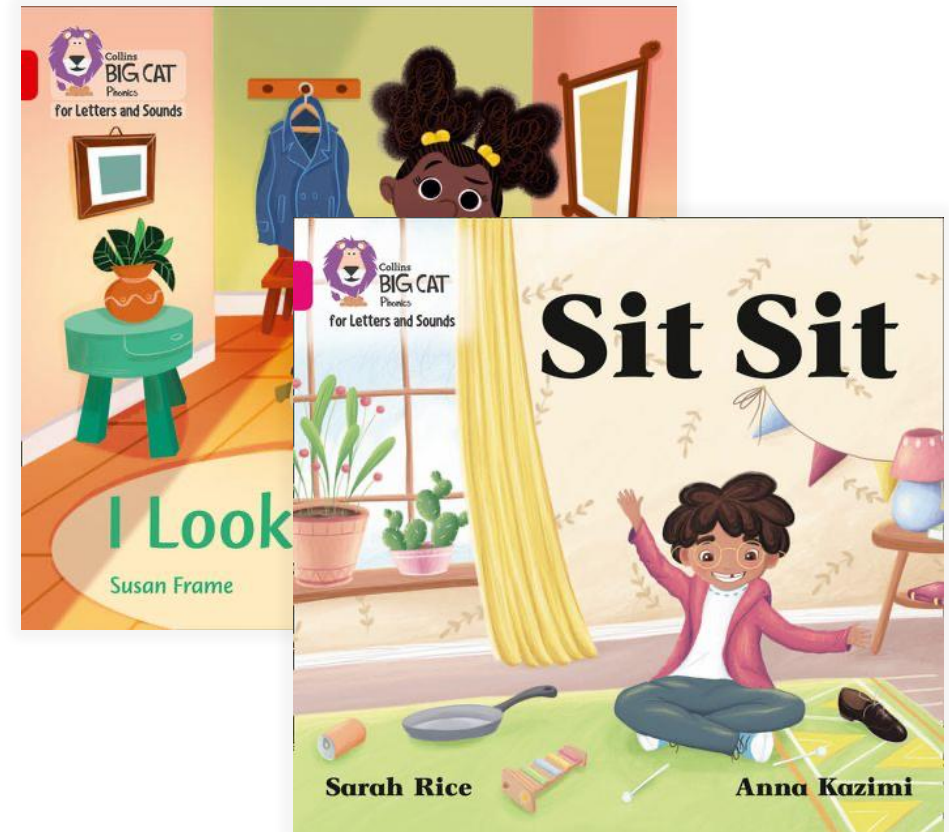


Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”



Y1 Phonics Assessments

Phonics Screening - takes place in June 2023

What is the Phonics Screening Check?

- Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.
- Head Teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics
- screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

What happens during the Phonics Screening Check?

- The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense/alien words).

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Section 1	
shop	
yell	
peel	
check	

Section 1	
sut	
yad	
dop	
uct	

Pseudo words (nonsense/alien words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

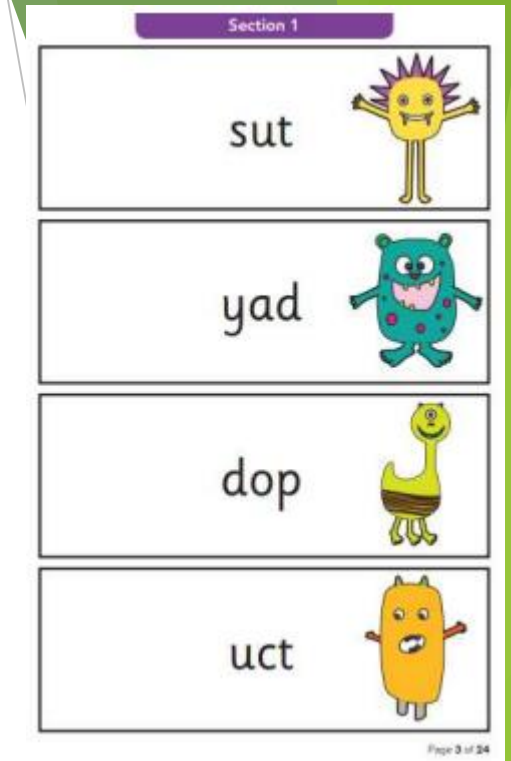
Reporting and Results

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.

How Are the Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.





Reading and Phonics Support at Home

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child - recording their reading in their diaries to build up increments of '25 reads' as every 25 equals a reward.
- Encourage and praise - get them to try, using what they know.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.

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General tips for Year 1



Insist on good manners every time - we do!

Don't let your child interrupt, encourage patience.

Build and develop independence at every opportunity - e.g. find a pencil, know where your things are, pack things into your bag, put on own coat, fasten buttons, zip up coat, etc.

Make sure ALL clothes are all named and practice dressing independently.

Sit for a few more minutes to complete a task independently - try at home.

Questions about books and stories.

Start each day or task with an 'I can do it!'

Have fun enjoying learning and investigating!



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Thanks for coming! 😊
Any questions?

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