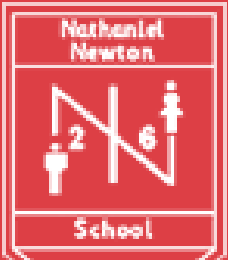




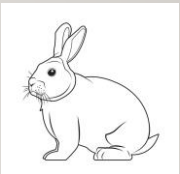
# YEAR 1 PARENT INFORMATION SESSION

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MONDAY 16<sup>TH</sup> SEPTEMBER 2024

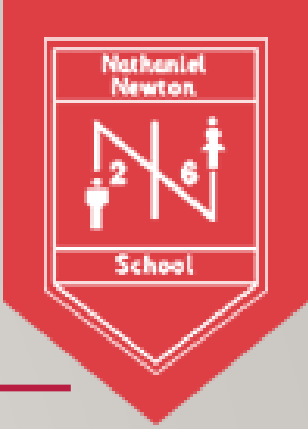


# MEET THE TEAM



# DAILY TIMETABLE

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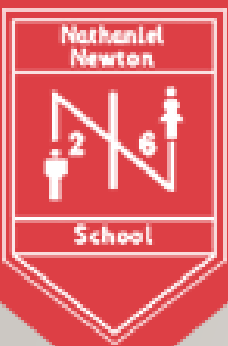


## Mornings

- Assembly
- Maths
- English
- Phonics
- Reading

## Afternoons

- Mastering Number
- Foundation subjects including PE, Science, Music, PSHE, Computing, Geography or History.
- Storytime



# CURRICULUM TOPICS

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<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
My World and Me	Toys	Castles, Knights and Dragons
Seasons	The British Isles	Food and Farming



# TOYS FROM THE PAST SCHOOL VISITS

Tamworth Castle

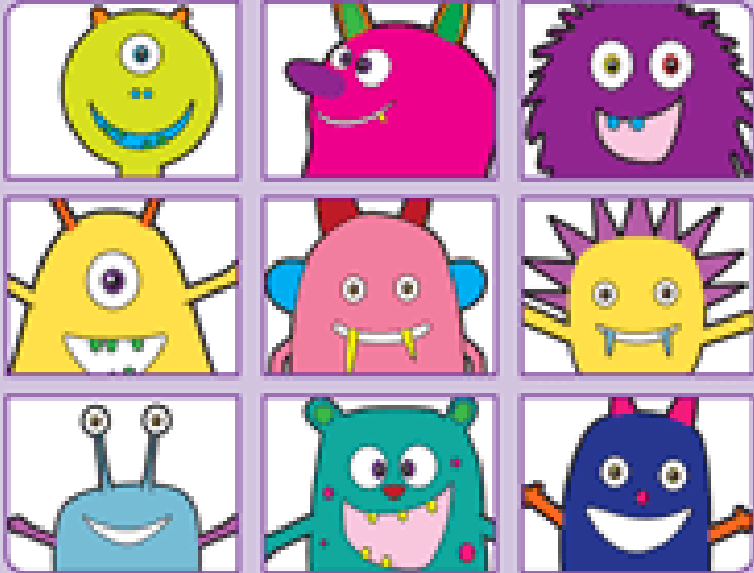
Exciting Tommy Top Hat 'Toys From the Past  
Workshop' in school.



## Key stage 1

### Phonics screening check

Pupils' materials



The phonics screening check is a check of your child's phonics knowledge.

It helps us as a school confirm whether your child is making the progress expected in the national curriculum.

With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year. For most pupils, this will be in year 1.



# 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.**



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

**Adjacent consonant**

**Split digraph**

# 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

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

#### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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
/url/ 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 /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 /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# Let's say the Phase 5 sounds



## Grow the code grapheme mat Phase 2, 3 and 5

S									
s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			cc	wr	
se			gn				cc		
ce							cc		
st							cc		
sc							cc		
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	gg	vv	wh			zz	
	ph	al	dge	ve				s	
			ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti								ou
	ssi								
	si								
	ci								

## Grow the code grapheme mat Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo	ue	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							
					zh		
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or			ear	ear		
oor							
al							
oar							
ore							

\*depending on regional accent



How to say Phase 5 sounds

## How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrr sound rrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al



# This term we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



**How we teach Phase 5**

# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



# Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



# Phase 5 tricky words

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ ew chew new /ee/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



# Spelling

# Spelling



- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



# Spelling



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





# Reading at home

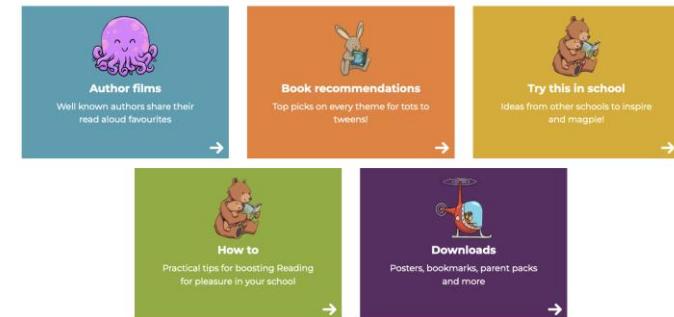
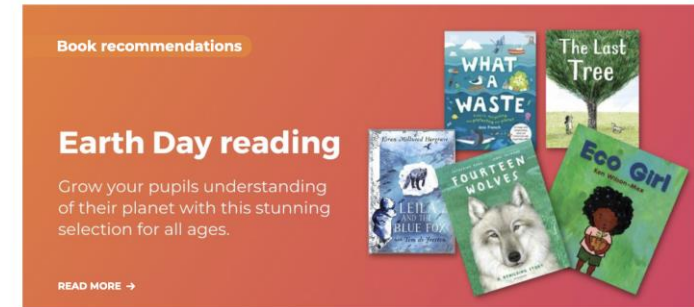
# The most important thing you can do is read with your child



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.



# Supporting your child with phonics



## Videos



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



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

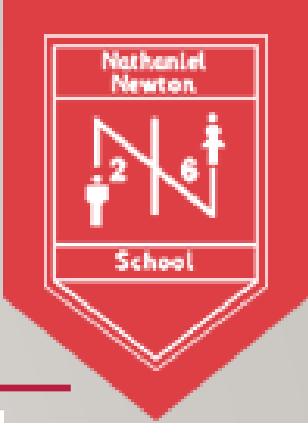


**Phase 3 sounds taught in  
Reception Spring 1**




**How to say Phase 5 sounds**


# PHONICS HOMEWORK



- Each Friday children will be given their weekly phonics homework. This will outline to you at home what they have been learning.
- It then gives children a chance to show off to you at home all they have learnt and get in that repeated practice which we know is so vital to enable learning to 'stick'
- Please look out for this each Friday.
- If children return their completed homework the following week they can earn stars to go in their 'Star Book'.



**Year 1 Phonics Home Learning**  
Set: Friday 20th September  
Due: Friday 27th September



Here is your child's weekly phonics homework. Can you support your child to:

- Read the graphemes. Point to each one and ask them to tell you the phoneme (sound).
- Practise writing the spellings. Say the word for your child, ask them to use their segmenting fingers to identify the sounds they need to write. Use the paper provided.
- Practise reading and writing the tricky words.
- Practise reading the sentences in the box below.

al	ee	ar	sh
air	ear	air	ch

**Spellings**

misses	chain	queen	chair
year	cobweb	goats	farmyard

**Tricky words**

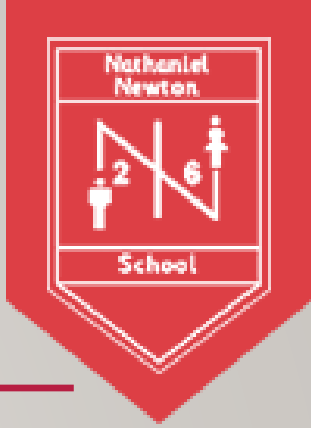
what	she	me	love

**Autumn 1 week 2**  
My dad fishes in the river near town.  
I can feel the cobweb with my finger.  
The sheep has sharp teeth.  
My garden feels cool in the morning.



# READING RAFFLE

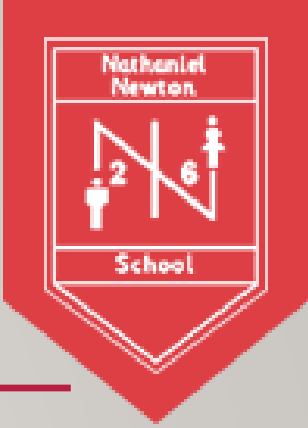
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- Each time a child reads at home, and gets their home reading diary signed they will receive a raffle ticket to go in the class raffle box.
- At the end of each half term, the raffle will be drawn and a golden token will be awarded to the winner.
- The winner can then spend their token in our 'Nathaniel Newton Book Vending Machine'.
- The more the children read, the more raffle tickets they will get, therefore the more chance they have of winning the half termly class prize.

# YEAR 1 – SOME IMPORTANT BITS!

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- When dropping your children off in the morning please encourage independence with children walking up to the classrooms on their own.
- At the end of the day members of staff will need to hand the children over to you so please bear with us in these first few weeks whilst we become familiar with faces.
- Drinks bottles need to be named and in school everyday!
- All clothing needs to be named!
- If children are wearing lace up trainers on PE days please teach your child how to tie the laces.
- Information regarding what your child has been learning can also be found on our class webpages so please do regularly check in on those pages on the school website.