

# Welcome to Year 1



**Hedgehogs Class**  
Teacher: Mrs Williams  
LSA: Miss Browne



**Robins Class**  
Teacher: Mrs Kniola, Year Group Leader  
LSA: Mrs Stephens



**Owls Class**  
Teacher: Mr Gordon-Smith  
LSA: Mrs Lewis



# Let's get organised!

- ▶ Time keeping and attendance (Hampshire Policy. No holidays -fixed penalties)
- ▶ Uniform/PE Kit named – even shoes please!
- ▶ Slippers and wellies
- ▶ School dinners – meat or vegetarian choice.
- ▶ Healthy choices in lunchboxes – no nuts. Water only in class bottles.
- ▶ Books and reading diary in book bags - not drinks bottles, please.
- ▶ Homework – reading daily, reading and spelling practise of common exception words.
- ▶ No show and tell – spotlight. Children will receive a letter.



# A typical day in Year 1

8.45 – 9.00 – Arrival, and choose lunch. Morning jobs – practising key skills taught the previous week e.g. Spelling tricky words, writing numbers, Kinetic Letters, fine motor skills activities, changing reading books and testing on words.

9.05 – 9.35 – Phonics – We are currently revising the phase 3 phonemes so the children can read and write them.

9.40 – 10.30 – Maths

10.30 – 10.45 – Playtime – Out in the big playground. We also visit the Woodland Theatre to ensure children have the opportunity to use the apparatus. Lot's of socialising too!

11.00 – 11.50 – Kinetic letters and English then wash hands for lunch!

12.00 – 1.00 – Lunchtime

1.00 – 1.45 – Reading

1.45 – 2.45 – PE /Science/Geography/History/Art/Library/RE/Computing, etc + self directed activities (choice).

2.55 – Songs and story/Singing Assembly

3.20 - Home

# Lunchtimes in year 1

- ▶ We encourage the children to choose their own lunch when they arrive at school.
- ▶ Lunch menus are available at HC3S website  
<https://www.hants.gov.uk/educationandlearning/hc3s/education-catering/primary>
- ▶ Children eat at 12:00 and go out to play when they are finished.
- ▶ We encourage them to eat as much of their main meal/sandwiches as they can before they have their pudding. We do not enforce that the whole meal must be finished but that the majority of it is.

# Fruit and milk

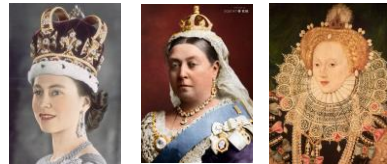
- ▶ Milk is no longer free and must be paid for if your child would like it. Please register with Cool Milk.
- ▶ A free piece of fruit is provided daily for every child at Key Stage One.
- ▶ The options are usually apples, pears, bananas and bags of raisins. We also get seasonal fruit delivered, for example sugar snap peas, cherry tomatoes.

# An engaging curriculum — our topics this year



## Autumn Term

Paws, Claws and Whiskers



## Spring Term

Queens and  
Coronations



## Summer Term

How does your garden  
grow?

& Marvellous Me!

# Teaching and Learning



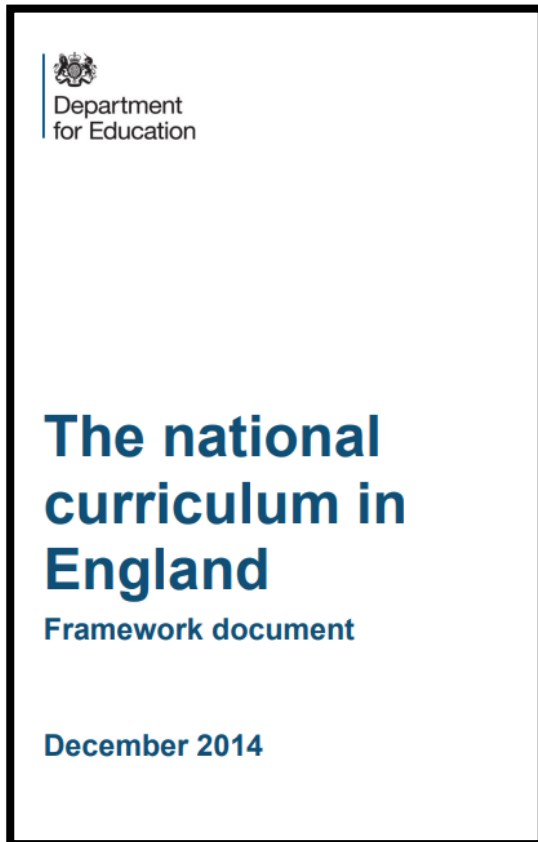
Stoke Park  
Infant School



## ▶ National Curriculum

- ▶ All children are working towards the same end of year expectations
- ▶ All children work towards the same objective, with work being differentiated according to needs.
- ▶ Children's learning is continually tracked to ensure every child makes progress in every lesson.

# The National Curriculum



► Key Stage 1 programme of study

## Key stage 1 and 2

Compulsory [national curriculum](#) subjects at primary school are:

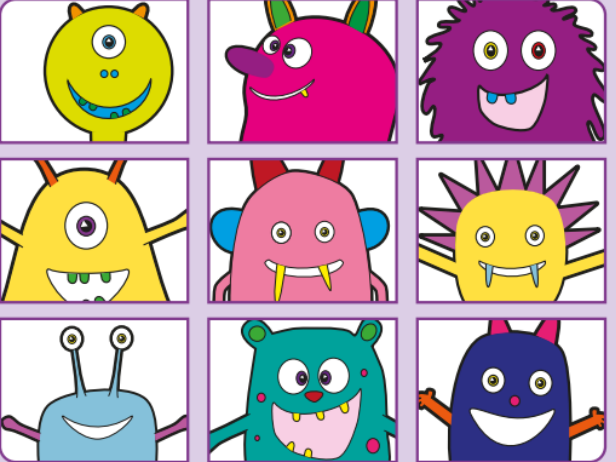
- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- computing
- ancient and modern foreign languages (at key stage 2)

# Example of the phonic screening – June 2023


2023 national curriculum assessments

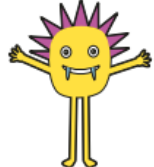
**Key stage 1**


**Phonics screening check**  
Pupils' materials




The grid contains nine cartoon monsters in a 3x3 arrangement. Row 1: a yellow one-eyed monster, a pink one-eyed monster with horns, and a purple spiky monster. Row 2: a yellow one-eyed monster with horns, a pink two-eyed monster with horns and fangs, and a yellow spiky monster with fangs. Row 3: a blue two-eyed monster, a teal two-eyed monster with horns and fangs, and a blue two-eyed monster with horns.

heng 

shob 

farn 

chesh 

boy

scoop

foam

white

# Pearson Phonics – Bug Club



## What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Step 3: Open one of the books

The screenshot shows an eBook interface. On the left is a sidebar titled 'Before and during reading' with sections for 'Say the sounds', 'Blend the sounds', and 'Read the tricky words'. It includes phonics activities like 'h b f f f' and 't u b', 'h o p s', 'f i l l', 'm e s s', and 'I into'. A yellow bug icon is in the center of the sidebar. On the right is the book cover for 'A Big Mess' featuring three cartoon milk carton characters labeled 't', 'u', and 'b'. The bottom of the screen has navigation buttons: a magnifying glass, 'Back', 'Read to me', 'Next', and a close button.

On the left of the eBook you can see which sounds and letters will be covered in the books, as well as any tricky words and top tips to help your child.

You will notice that there is a yellow circle with a bug's face in the middle. This is our hotspot icon and whenever you click on it there will be an activity to do.

In the bottom left of the screen you have a magnifying glass should you wish to zoom in.

In the bottom middle we have a Read to me function. If you click on this the narrator will read the book aloud. We advise that your child attempts to read it by themselves first if you want to use the Read to me function.

In the bottom right corner you can close the book.

#### Step 4: Completing an eBook

**o f f**

l f f i

o t

Tip top!

**o-ff, off!**  
The tap is off.

**After reading**

**Story comprehension**

- How do the characters make a bath appear? (They make the water hot.)
- What goes wrong in the bath? (The water gets cold.)
- How do the characters solve the problem? (The hot water comes back in the bath.)
- How do the characters solve the problem? (The hot water comes back in the bath.)

**Picture detective**

Ask the children to find an object in the picture that starts with the letter 'o'.

Don't necessarily do all of these activities – just those that your children need.

**Follow up**

**Speedy reading**

Return to the words on the bath and read them aloud. Ask the children to read them aloud and then read them quickly. Ask them to guess the words they will say and read them quickly. Do this again for the other words (o, f).

**Segmenting for spelling**

Write the spelling on a card. Use the words in section 1.

- Tap the words in a sequence. Then let the children read the words to match it.
- Write the words on a card and let the children read them to match it.
- Write the words on a card and let the children read them to match it.

Don't necessarily do all of these activities – just those that your children need.

Back Read to me Next

At the end of the book there will be an activity to do with your child. Once you are ready to finish, click the cross to close the book.

Your child's teacher will be able to see when your child has finished a book and also to see how they got on.

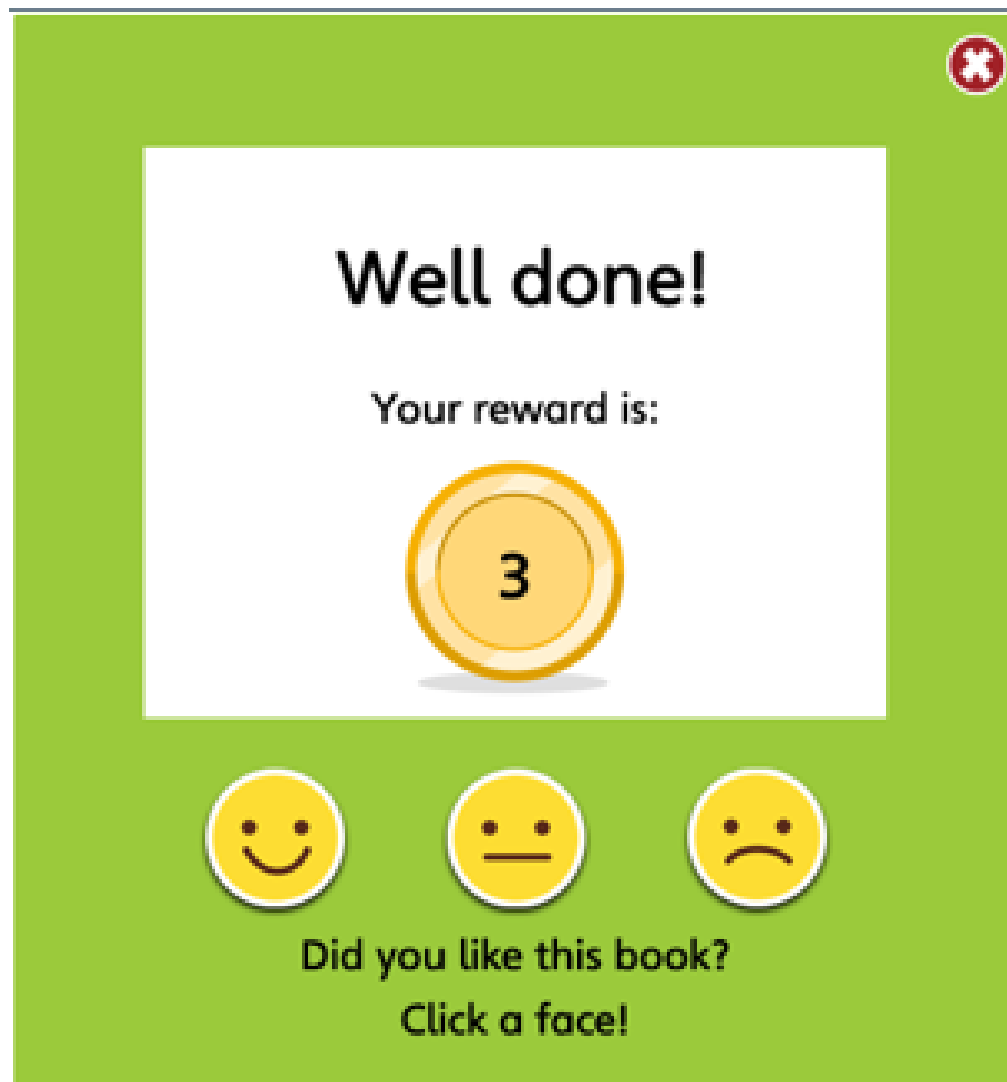
*Step 6: Playing the games*



Whenever you open a game the first step is to click the play button and the narrator will provide the instructions for the game. You can also click the Guide button at the top right of the screen for written instructions.

In every game your child will have 3 chances to answer each question. If they get all three wrong, the narrator will provide the correct answer.

You can see how you did in the score counter. A green hexagon is shown for each question answered correctly and a red hexagon is shown for each answered incorrectly.



For eBooks, once you read to the end and attempt all of the activities, your child will be given a reward and the opportunity to say whether they liked the book.

For games, your child will be given a reward after attempting every activity and clicking finish at the end of the game.

*My library*



Once you finish a book it will drop out of My Stuff and move into My Library. Your child can read this any time they wish, but they won't be able to earn additional coins.

*Step 7: Spending the coins*



Over time, your child will accumulate more and more coins as they read more and more Bug Club Phonics books. You can see just how many coins they have on the homepage.

Now for their favourite part (after reading the eBooks of course), spending those coins.

Click on My Rewards to spend the coins. In the Pit Stop area children can play a racing game; in the Sticker Factory area they can buy digital stickers; finally, in The Tree House, they can decorate their tree house.



## Bug Club



**Username:**

**Password:**


**Code:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Handwriting – Kinetic Letters

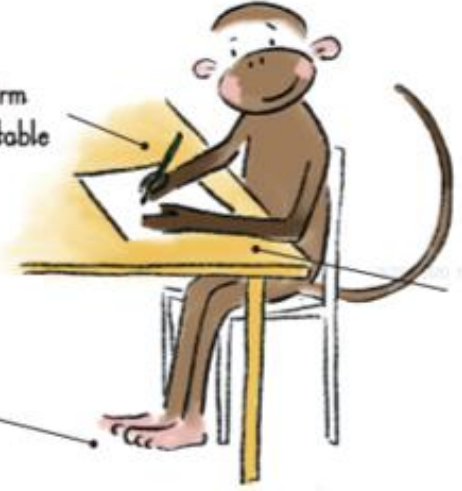
Making Bodies Stronger

 I can use my strong Table-writing position.

My Writing Arm rests on the table

My feet are flat on the floor

My Helping Hand positions my work



©Kinetic Letters® 2020

10

## Writing Position (Left-handed)

©Kinetic Letters 2020 1:19:43 PM 5/2/2024 91 2019 19 2019



I can organise my writing position



My Helping Hand can push my whiteboard to be under my Writing Hand and slope the board downhill

## Writing Position (Right-handed)



I can organise my writing position



My Helping Hand can push my whiteboard to be under my Writing Hand and slope the board uphill

# Pencil Pick Up Song

You get your

Holding Fingers ready

And pick your pencil up

You tip it back

To lie across your hand

You put your Pillow Finger under, to keep poor Curly safe

That's your 3 Friends Hold



I can do my Pencil Pick Up

# Pencil Checks

Holding Fingers opposite



I can touch my fingers to check

Can you see some green leaf?



Pillow Finger under



Pen back



Wrist bent



Hand rests down



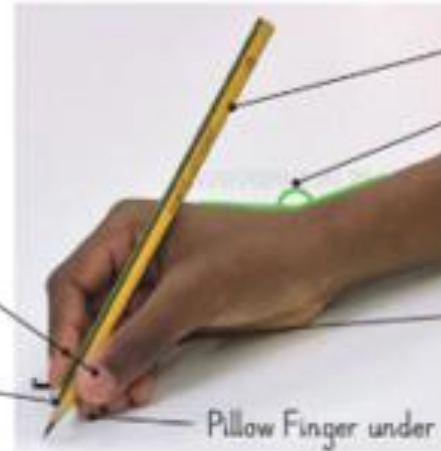
# The 3 Friends Pencil Hold



I am right-handed

Holding Fingers opposite

Can you see some green leaf?



Pencil back

Wrist bent

Hand rests down

Pillow Finger under



I am left-handed

Pencil back

Wrist bent

Hand rests down

Pillow Finger under

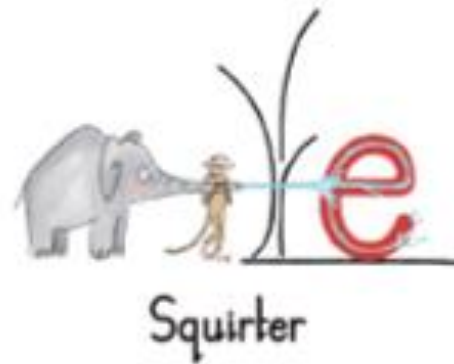
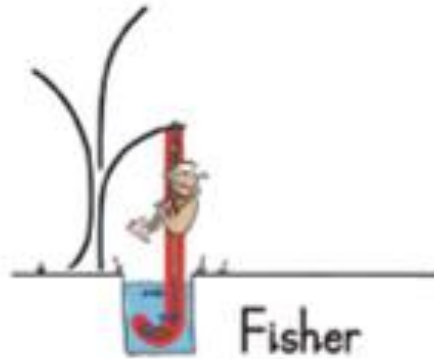
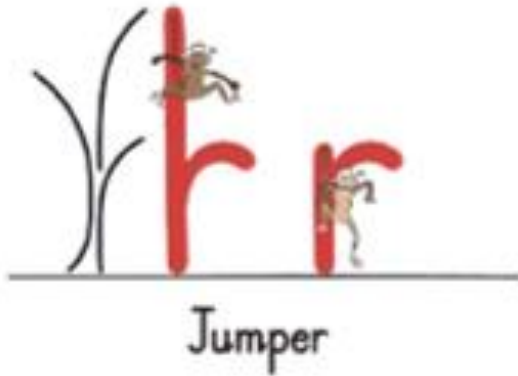


Holding Fingers opposite

Can you see some green leaf?



## Letter Families - names

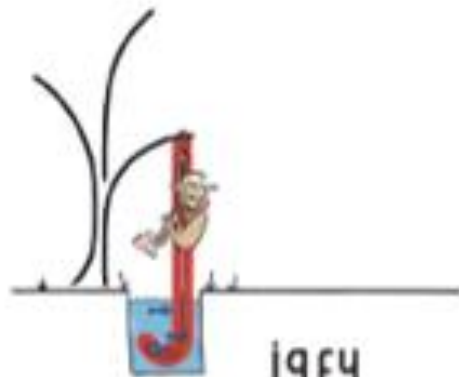


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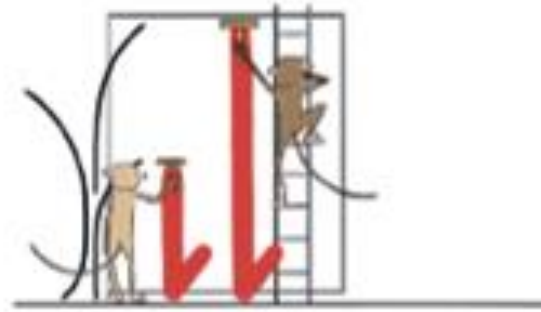
# Letter Families - letters



hnmr**rbp**



jgfy



ltiu



coadgsq



e



vwzk

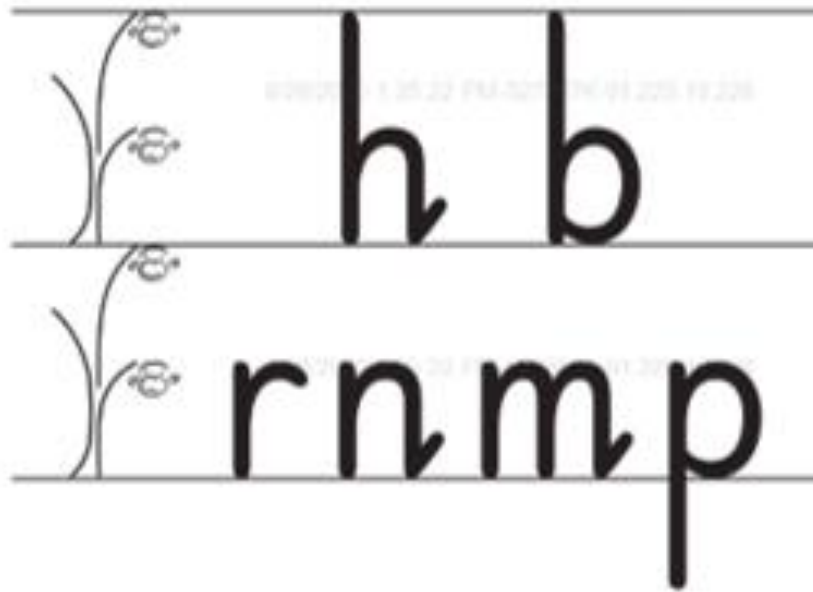
# Jumper Family h n m r b p



I can write the Jumper Family letters



Down-bump. Back up. Push over.



# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Book Bands

- ▶ Banding is based on...
  - children reading 95% of the words fluently
  - vocabulary – unusual and challenging
  - page layout
  - complex story lines – more than one event
  - more characters
  - variety of language – adjectives, verbs, adverbs
  - comprehension and inference.

Can your child infer meaning from the text and answer direct questions?

- ▶ By end of the year at least **purple** to be able to cope with the test and reading 90 words per minute.
- ▶ Please read daily and practice word lists in the back of your child's diary.

Colour	School / Year Group Expectation
Lime	End of Year 2
White	
Gold	End of Year 1
Purple	
Turquoise	
Orange	
Green	End of Reception
Blue	
Yellow	
Red	
Pink (dark)	
Pink (light)	

Reading groups  
in Year 1

Ash



Oak



Birch



Pine



Maple





# Stoke Park Infant School Reading Diary

This Reading Diary belongs to:



*'Growing and learning together, to be the best we can be'*  
Inspire. Challenge. Enjoy. Engage

<u>Year 1 Common Exception words - to learn to read &amp; spell</u>				
the	a	do	to	today
of	said	says	are	were
was	is	his	has	you
your	they	be	me	he
she	we	I	no	so
go	by	my	here	there
were	love	some	come	one
once	ask	friend	school	put
push	pull	full	house	our

The expectation is that children read 4 times a week at home with an adult.

WB:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Please ✓ or initial							
Weekly learning objective:							
Date:	Comments:						

Y1 Reading at home diary checks timetable

Monday	<b>Ash</b>	
Tuesday	<b>Oak</b>	
Wednesday	<b>Birch</b>	
Thursday	<b>Pine</b>	
Friday	<b>Maple</b>	

# Forest School



## ► Forest School

- Takes place 1 afternoon or morning every 3 weeks.
- Will take place in the local woods or school grounds.
- Will require children to bring a warm waterproof coat, waterproof trousers, wellies, a warm set of home clothes to wear into the woods.

# CLASS DOJO



- ▶ Allows us to send you photos and information about your child's learning either individually or as a whole class
- ▶ As usual please continue to speak to us at the beginning or end of the day if you have any information to share
- ▶ We will share events/reminders etc
- ▶ Dojo points
- ▶ The teachers will not respond to messages after 6pm and at the weekends.

# Making the right choices

**Our Ranger Rules**



**We listen**  
We don't interrupt



**We work hard**  
We don't waste our own or other's



**We look after our property**  
We don't waste or damage things

**We are honest**  
We don't cover up the truth



**We are gentle**  
We don't hurt others



**are kind and helpful**  
We don't hurt anybody's feelings



- ▶ Ranger Rules – Children will stay in the treehouse if they follow them. If they do something exceptional then they may put their name on the bird and 'fly high'

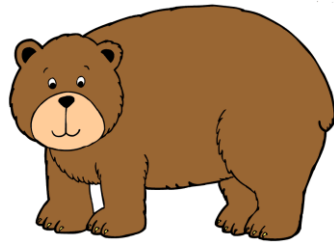


# Ranger Skills – behaviours for learning



Resourceful Beaver

Naturally  
Curious Bear



Enthusiastic Otter



Resilient Ant

To be a good RANGER  
you need to be.....

Resourceful

Adaptable

Naturally Curious

Giggle (a lot)

Enthusiastic

Resilient

Safe

Adaptable Spider



Giggly Mouse



Safe Snail





We look forward to working with you and your  
child this year.

