

Welcome to Class 1



A new year.....

- Beginning of the year run in a similar way to Class R.
- Strong focus on independence and becoming independent learners.
- Mixture of adult led activities and activities where children can explore and investigate.

Daily Timetable.....

☐ Maths, Phonics and English every morning

☐ Foundation subjects in the afternoon

☐ Cross curricular and creative curriculum

☐ Continuous Provision

Cursive Handwriting

								
								
								
		<p><i>My alphabet mat</i></p>						
Belonging to _____		<small>© Copyright 2011 www.softschools.com</small>						

Pencil grip



1. Pinch the pencil (not too hard!) between the thumb and forefinger, at the point where the painted shaft begins.
2. Rest the middle finger behind the shaft of the pencil: it acts like a shelf for the pencil to rest on.
3. The ring finger and little finger should curl into the palm of the hand.
4. The space formed by the thumb and forefinger (the thumb web space) should be round and open.
5. The wrist should be resting on the paper, and below the writing line.
6. The blunt end of the pencil should point towards your child's body – not forwards, sideways or straight up.

Phonics

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Phase 2 – Alphabet (a b c)

Phase 3 – Digraphs and trigraphs (ee igh air)

Phase 4 – Adjacent consonants (blends) such as fr, spl, sc, tr

Phase 5 – Alternative spellings (ee/ea or/aw)

Phonics Screening

Examples of words

day

snemp



slide

blurst



newt

spron



phone

stroft



Guided Reading

- ❑ Children are grouped dependent on colour bands – each group reads once a week and the rest of the class take part in whole class guided reading sessions in the classroom
- ❑ We begin with recognising the graphemes they will encounter in the book, decode unfamiliar words so that they can read them fluently in the book, recognise Common Exception words (Tricky Words). **Home reading books contain the same information**
- ❑ Children *should* be able to read their book with 90% accuracy (home books will be 90% - 95% accuracy) Therefore only stopping to decode (sound out) a few words in the whole book
- ❑ We are supporting children to become confident readers – I can do this! Listen to me read!
- ❑ Children will be able to understand what they have read rather than just decode
- ❑ Children can begin talking about *what* they have read, why something has happened and predict what might happen next
- ❑ If children are relying on decoding to read, their cognitive load is increased and they will only remember what they have segmented and blended together i.e. the single word

Spellings – in homework and on website

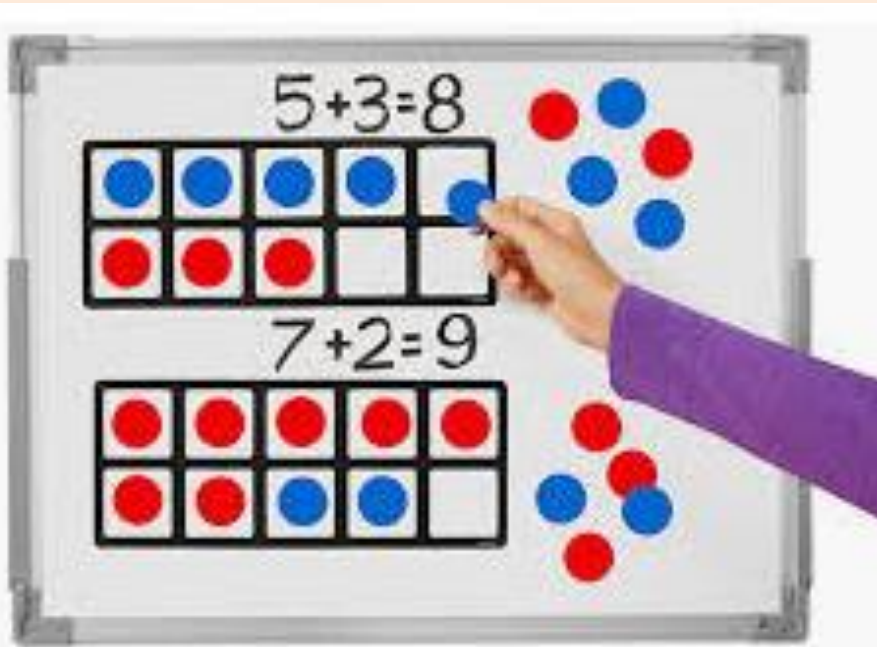
Spellings will be updated on a weekly basis – please note that the first few weeks of each term are focused on reading the words first.

The same words are then repeated but with a spelling focus – your child’s homework book will include spelling activities when the time comes. Please check this book on a regular basis.

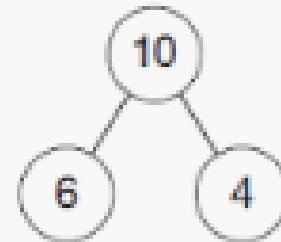
Autumn 1 2/9 <u>READ</u>	9/9 <u>READ</u>	16/9 <u>READ</u>	23/9 <u>READ</u>	30/9 <u>SPELL</u>	7/10 <u>SPELL</u>	14/10 <u>SPELL</u>	21/10 <u>SPELL</u>
a	of	will	she	a	of	will	she
is	to	see	for	is	to	see	for
into	I	he	they	into	I	he	they
his	no	you	this	his	no	you	this
the	go	that	we	the	go	that	we

Maths

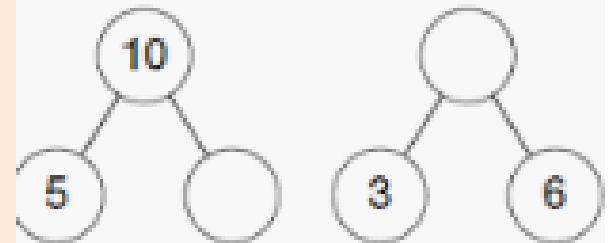
- There will be a Maths workshop later in the year.
- Maths Mastery – see expectations in your Curriculum Evening pack
- Resources: Ten frame, part-whole model



Here is a part-whole model.



Complete these part-whole models.



Marking

Tickled Pink

Green to Grow

Blue for 'I've responded to you!'

Purple to polish

Expectations by the end of Year 1

Please see your Curriculum Evening pack.

You will find detailed information regarding end of year expectations for Reading, Writing and Maths.

Home – school communication

- Both teachers are usually around on a Wednesday – this might be a good day to catch us both. Please ask the office to make an appointment for you.
- Teacher or TA will be outside every morning
- Homework book – celebrations or “please support your child to....” if / when necessary
- The difference between interventions and Assessment for Learning

How can you help?

- Reading every day – your child reads to you and you read to your child. Please remember our philosophy regarding your child reading with 90%-95% fluency. Use the guidance in each book to help you ask questions on the 2nd and 3rd read.
- See termly newsletter to find out about shared texts each term
- **Please fill in your child's Reading Record!!!** The plastic wallet reading folder needs to come to school everyday please.
- Reading words / spellings every day – homework book.
- Maths – see termly newsletters.
- Home learning projects e.g D.T or Science – homework book / Parentmail