



Welcome to Oak Class





Team Oak



Mrs Turner- Teacher
Monday - Wednesday



Mrs Hare- Teacher
Thursday - Friday

Mr Kelly- Monday morning PE



Mrs Hudson- Year 1 TA
Mon, Tues, Thurs, Fri



Mrs Searle- Year 1 TA
Wednesdays



Mrs Stein – Friday afternoon PE



Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated
Safeguard Lead



Louise McLellan
Deputy Headteacher
Deputy DSL



Jenny North
Assistant Headteacher/ SENCo
Deputy DSL
Mental Health Lead

Reading in Year 1

- Daily Phonics lessons
- Daily Guided Reading
- Reading through English Lessons
- Daily story time
- Weekly library visits



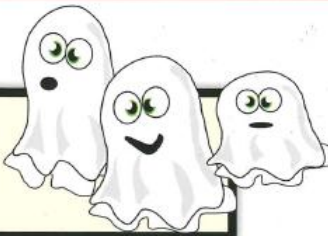
Reading Books

High-Frequency Words

need	very	being	people	make
called	here	look	across	were
where	some	could	have	friends
our	must	after	animals	how

Wow Words

astonished	sweet
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u-e words

rule	June	flute
rude	prune	include
pollute	parachute	





Guided Reading in Year 1

Reading with the teacher	Revision of phonemes/ graphemes/ words learned during the week	Reading for Pleasure	Reading Eggs

We run a carousel of activities throughout the week so that the children are either being heard to read or are engaging in activities to promote their reading skills.

All Monster Phonics books are changed on a weekly basis on the day the child is heard to read by the teacher. *This is dependent on the child demonstrating competence at decoding the words within the book.* Please practise this regularly to build confidence and fluency in reading the book.

Your child will also bring home two 'sharing at home' books to read with you. It is really beneficial for the children to practise some form of reading every night.

Reading eggs



End of Year One Reading Expectations

Year 1
Working at the expected standard
The pupil can: • read accurately many words of two or more syllables containing graphemes taught so far¹ for all of the 40+ phonemes • read most words containing common Year 1 suffixes* • read most Year 1 common exception words* In age-appropriate¹ books, the pupil can: • read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately In a book they can already read fluently, the pupil can: • check that it makes sense to them, correcting most inaccurate reading • answer questions and make some inferences • join in discussions about what has happened so far in what they have read

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs					200 HFWs		
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-1) ear (or)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											
TERM 3	g c PHONICS SCREEN	Review ee ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	HFW REVISION	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION two	HFW REVISION
	YEAR 1 CEWs				100 HFWs							

Year One Phonics Screening

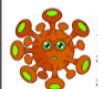
This will take place during the week beginning
Monday 14th June 2027



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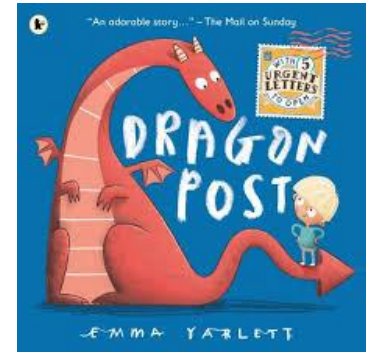
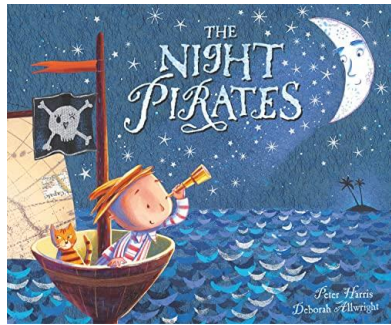
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fape

Writing in Year 1

We follow Literacy Tree for our writing units. Here are some of the books we will be using this term :



•The year of the sentence!

Daily Phonics lessons

Capital letters, full stops, finger spaces.

- Handwriting- pencil grip and letter formation.
 - Oral rehearsal
 - Spelling

Writing in Year1

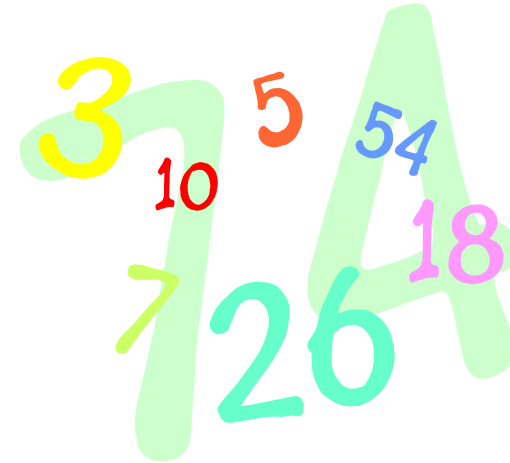
Year 1

Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate ≈80% of sentences using a capital letter and a full stop, question mark or exclamation mark
- re-tell and re-write familiar stories, including main events, focusing on characters and settings
- form ≈80% letters and digits correctly, with some difference between upper and lower-case letters
- is beginning to use capital letters on proper nouns (correct ≈20% of the time)
- use spaces between words
- spell ≈80% of tricky red words and the days of the week
- segment spoken words into phonemes and represent these by graphemes spelling words in a phonetically-plausible way

Maths



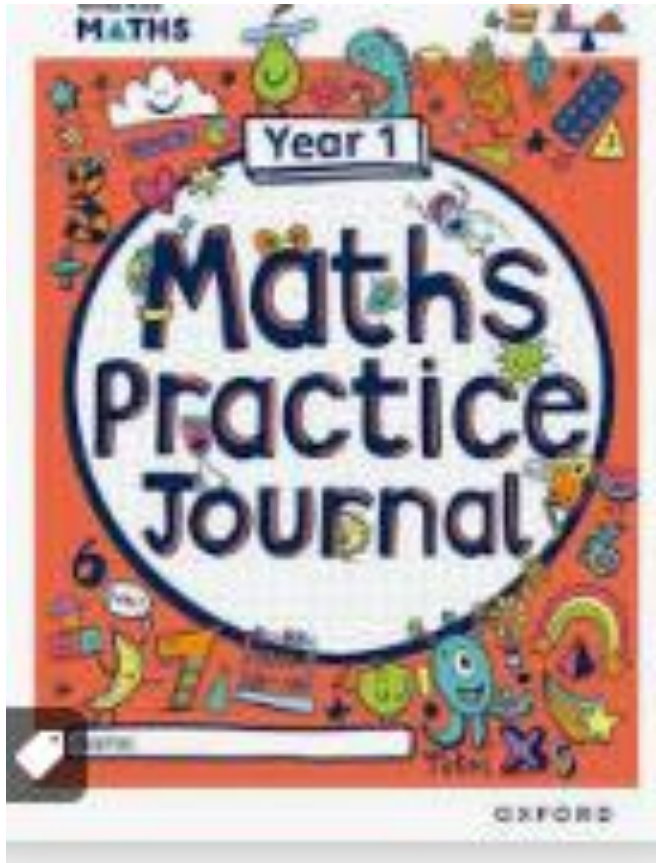
- We use the White Rose scheme for maths.
- Maths is taught 4 times a week
- Number, calculation, shape, space and measures with problem solving included within these areas.



Learning number bonds to ten is a key part of our maths learning in Year One..



Maths Homework

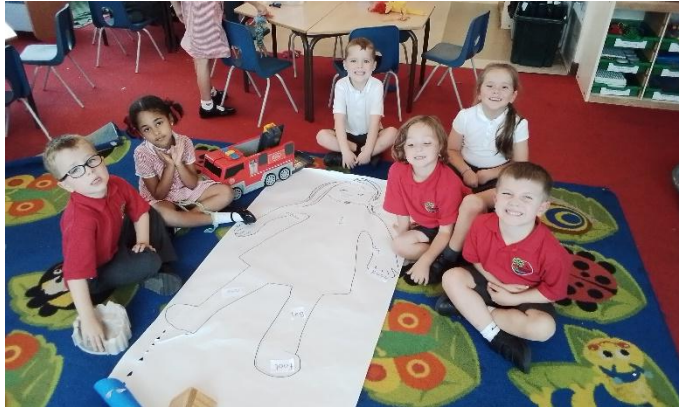


Each week the children will be given maths homework related to the learning in class that week.

These are given out on a **Friday** and need to be returned by the following **Wednesday**.

Science

This term we are beginning to learn about the human body and our senses.





Home learning

- No more than 35 minutes a week should be spent on Home Learning tasks, plus daily reading.
- Logins can be found in your child's Reading Record.
- Hear your child read- ideally 10 minutes daily.
- Revise graphemes and high frequency words using the flashcards.
- Encourage reading of other books.
- At least weekly access on Reading Eggs and Numbots.
- Task from White Rose Maths Practice Journal.



Home learning resources

- Reading Eggs
- NumBots
- Local libraries

All passwords will be stuck in reading records



Things to remember

PE will be on a Monday and Friday.

Children should have PE kits in school every day. They will be sent (or worn) home half termly for washing.

Library is on a Wednesday.





Thank you for coming!

Any questions?

