



Welcome to Year 1

with Mrs Pettinger, Ms James and Mrs
Berardi

Year 1 Team

1JP



Mrs Pettinger
KS2 lead
Phonics Lead



Ms James



Mrs Kuka



Ms Booth



Mrs Thomas

1B



Mrs Berardi
PE Lead



Mrs Kift

Example timetable

| | | 8:40-9:10 | 9:10-10:15 | | 10:30-10:50 | 10:50-11:50 | | 1:00 – 1:20 | 1:20-2:00 | | 2:10-2:50 | 2:50 – 3:00 |
|------------------|--------------|-------------------|------------|-------|-------------|-------------|-------|-------------------|-------------------|-------|------------------|-------------|
| <i>Monday</i> | Registration | Mastery of Number | English | Break | Handwriting | Maths | Lunch | Phonics | His/Geog | Break | Music/Computing | Home |
| <i>Tuesday</i> | Registration | Assembly | English | Break | RPS | Maths | Lunch | Phonics | PE Alternate | Break | RE | Home |
| <i>Wednesday</i> | Registration | Phonics | English | Break | RPS | Maths | Lunch | Mastery of Number | ART/DT | Break | PSHE | Home |
| <i>Thursday</i> | Registration | Phonics | English | Break | RPS | Maths | Lunch | Library Alternate | Mastery of Number | Break | Science | Home |
| <i>Friday</i> | Registration | Assembly | English | Break | Handwriting | Maths | Lunch | Phonics | Spelling Review | Break | Science catch-up | Home |

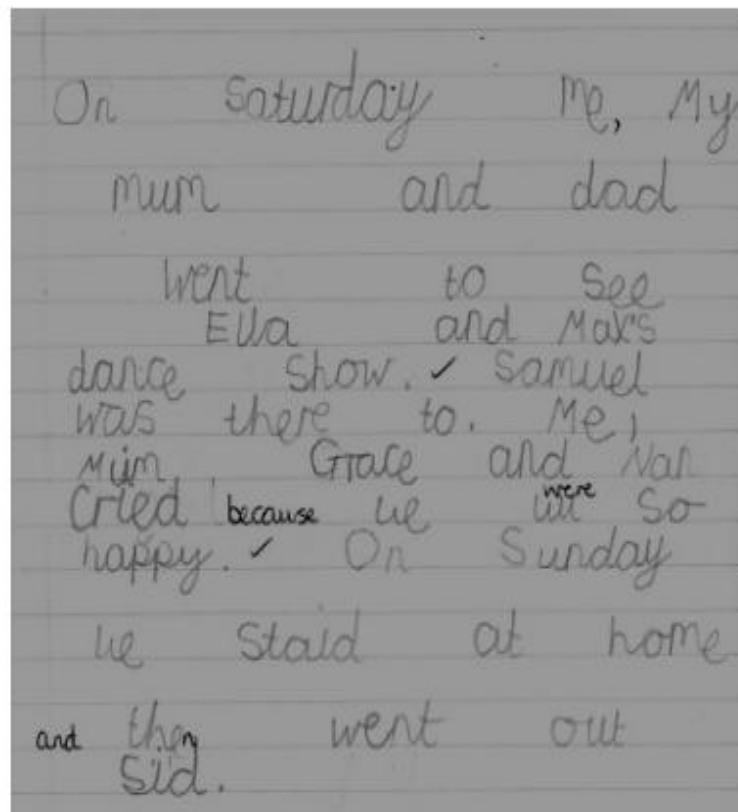
Writing

This might be an example
of some age-related writing
at the end of Reception:

I went too
nahels and I went
on my bike.

Writing

Writing example of an expected child at the end of Year 1.



Writes sentences by:

1. sequencing sentences to form short narratives/non-fiction texts.
2. re-reading what has been written to check that it makes sense.

To use simple sentence structures.

To write a sequence of sentences that make sense, begin with a capital letter and the appropriate end punctuation.

To use time adverbs and meaningful adjectives to add detail.

Uses spaces between words.

Can join words and clauses using 'and'.

Has an awareness of:

capital letters for names, places, days of the week and the personal pronoun 'I'

full stops

question marks

exclamation marks

To spell some words containing previously taught phonemes and GPCs accurately.

To spell some Y1 common exception words accurately (from English Appendix 1).

To write lower case letters in the correct direction, starting and finishing in the right place.

Maths



We follow NCETM

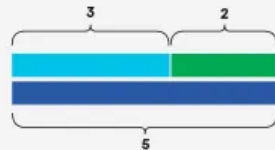
- Mastery approach: small steps to consolidate learning
- Focus on depths of learning not rote learning
- Keep up, not catch-up approach

Maths

- Focuses on concrete-pictorial- abstract (CPA) approach
- Regularly making use of different manipulatives and representations to help support children in their learning



Concrete



Pictorial

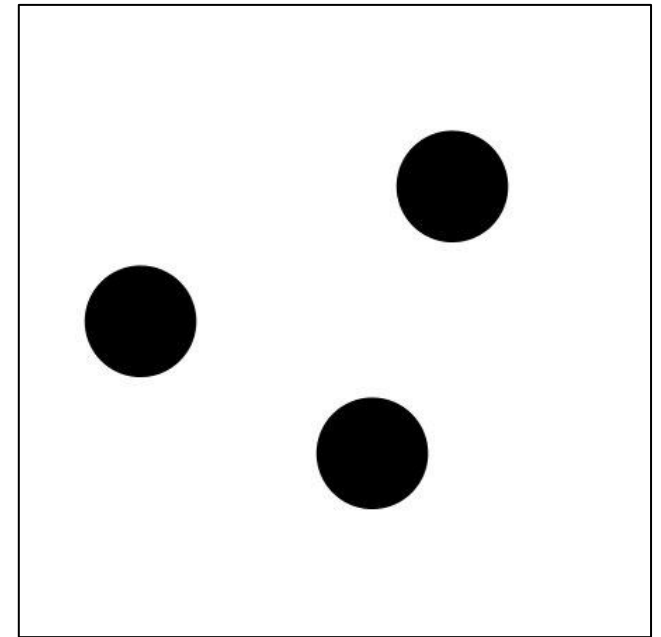
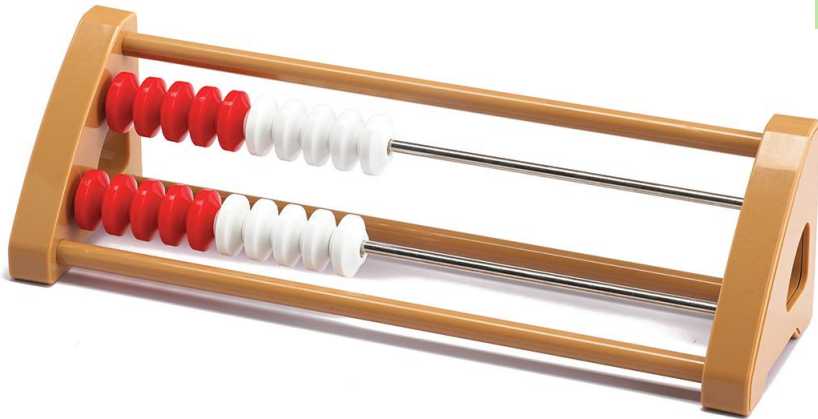
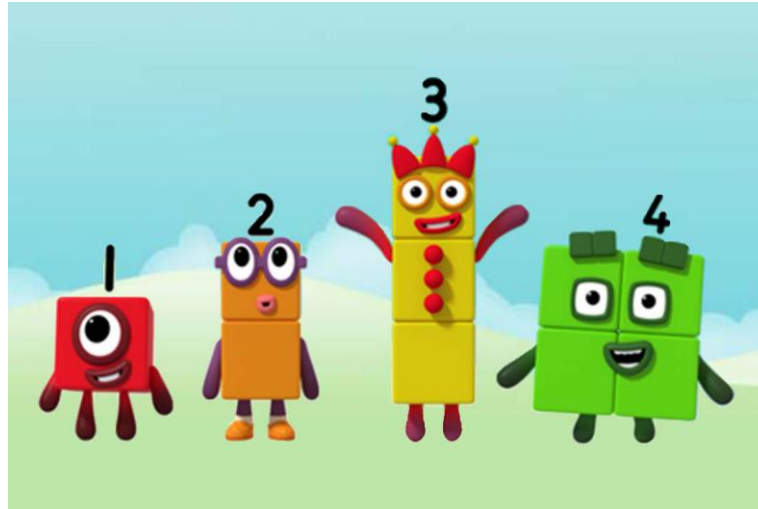
$$3 + 2 = 5$$

Abstract

| | | | |
|--|---|--|---|
| <p>Previous Reception experiences and counting within 100</p> <p>Unit 1 – 7 weeks</p> | <p>Comparison of quantities and part-whole relationships</p> <p>Unit 2 – 3 weeks</p> | <p>Numbers 0 to 5</p> <p>Unit 3 – 2 weeks</p> | <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <p>Unit 4 – 3 weeks</p> |
| <p>Numbers 0 to 10</p> <p>Unit 5 – 3 weeks</p> | <p>Additive structures</p> <p>Unit 6 – 4 weeks</p> | <p>Addition and subtraction facts within 10</p> <p>Unit 7 – 3 weeks</p> | <p>Numbers 0 to 20</p> <p>Unit 8 – 4 weeks</p> |
| <p>Unitising and coin recognition</p> <p>Unit 9 – 5 weeks</p> | <p>Position and direction</p> <p>Unit 10 – 1 week</p> | <p>Time</p> <p>Unit 11 – 2 weeks</p> | |

| Ready to progress criteria | Unit |
|---|------------|
| 1NPV-1 Count forwards and backwards within 100, starting with any number. | 1, 2 |
| 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. | 2, 3, 5, 8 |
| 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. | 3, 5 |
| 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. | 4 |
| 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. | 4 |
| 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. | 6 |
| 1NF-1 Develop fluency in addition and subtraction facts within 10. | 7 |
| 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. | 9 |

Maths – Mastery of Number



What can you do to support?



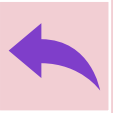
Keep reading and discussing your three books (Little Wandle, Class book and library book).



Weekly spelling review



Number practice – number bonds within 10 and 20.



Counting forwards and backwards from different numbers to 100.



Counting in 2s, 5s and 10s.



Being independent with belongings, shoes, clothes and following instructions.



Handwriting

Important information

PE day

Our PE day is Tuesday. Children need to come into school in their PE kit which includes trainers. Children are only allowed to wear their hoodies on this day.

Library

Every Thursday, books changed fortnightly

Book Changing

Gold sticker and Little Wandle books will be changed every Friday.

TTS & Purple Mash

Are optional sites to use at home.

Home learning

Spelling homework

Spellings will be sent home every Monday. Children will have a spelling review every Friday.

Phonics homework

Phonics review of the week goes home every Friday for children to complete.

Books

- **Library** – children will go to the library and change books every Thursday.
- **Little Wandle Book** – children will be given their phonics book every Friday.
- **Gold sticker book** – reading for pleasure books are changed every Friday.

If books are lost or damaged there will be a fee of £5




Parents' Evening

October 8th 2-6pm

October 9th 2-5pm

February 11th 2-6pm

February 12th 2-5pm



Trips

Autumn 1- Local area walk
Autumn 2- Toy workshop £15
Spring 1- Pizza Express
Spring 1- St Lawrence Church
Spring 1- Sutton Life Centre
Spring 2- Transport museum £20
Summer- Portsmouth beach £20



Phonics

Phonics

Year 1 Autumn 1

| | Phase 3/4 review + 4 Phase 5 GPCs | Review tricky words |
|--------|--|---|
| Week 1 | review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear | 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 |
| Week 2 | air er /z/ s –es words with two or more digraphs e.g. queen thicker | |
| Week 3 | Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels | |
| Week 4 | Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each | |
| Week 5 | review longer words | |

*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.

Phonics

Year 1 Autumn 2

| | Phase 5 graphemes | New tricky words |
|--------|--|---------------------------|
| Week 1 | /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn | their people oh your |
| Week 2 | /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he | Mr Mrs Ms ask* |
| Week 3 | /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute | could would should our |
| Week 4 | /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw | house mouse water want |
| Week 5 | Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | |

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Let's say the Phase 5 sounds

Grow the code grapheme mat Phase 2, 3 and 5

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

Grow the code grapheme mat Phase 2, 3 and 5








| | | | | | | | |
|---|---|---|--|---|--------------------------------|---|---|
|  ai ay a a-e eigh aigh ey ea |  ee ea e e-e ie y ey |  igh ie i i-e y |  oa o o-e ou oe ow |  oo ue u-e ew ou ui | yoo ue u u-e ew |  oo u* oul |  ar a* al* |
|  or aw au aur oor al a oar ore |  ur er ir or |  ow ou |  oi oy |  ear ere eer | zh air are ere ear | zh su si | |

*depending on regional accent

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 ccc | ch |
|  | Show me your teeth to make a rrrrr sound rrrrr | wr |
|  | Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff | ph |
|  | Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll | le al |

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes.



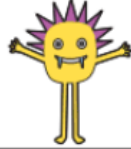



Phonics Screening Check

What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

| | |
|-----|--|
| sut |  |
| yad |  |
| dop |  |
| uct |  |

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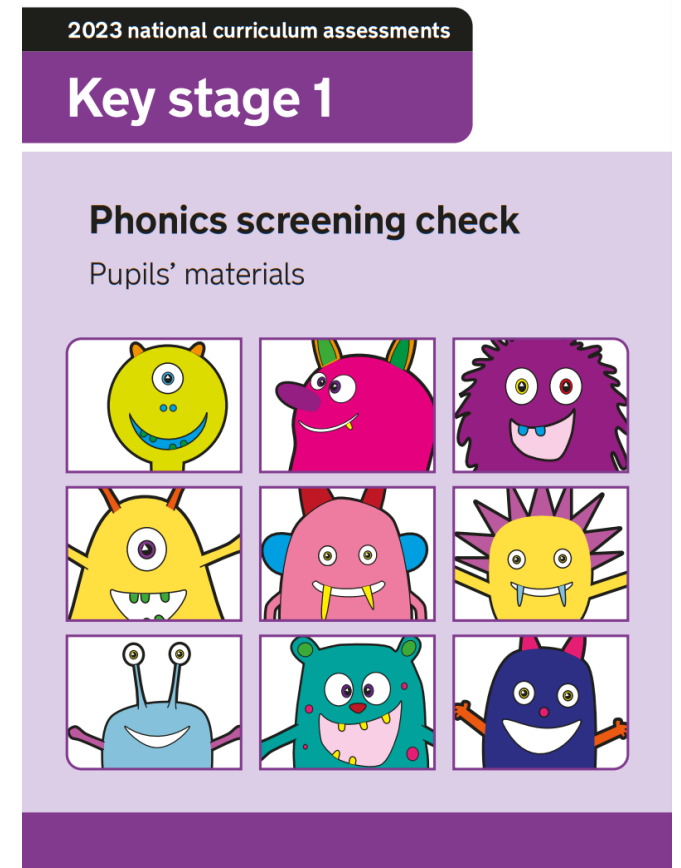
Section 1

| |
|-------|
| shop |
| yell |
| peel |
| check |

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How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.



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

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...

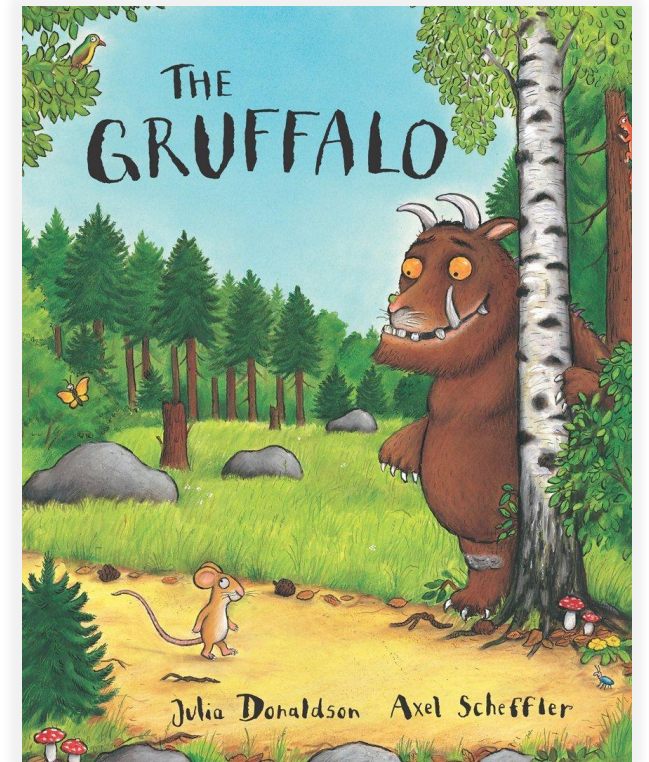
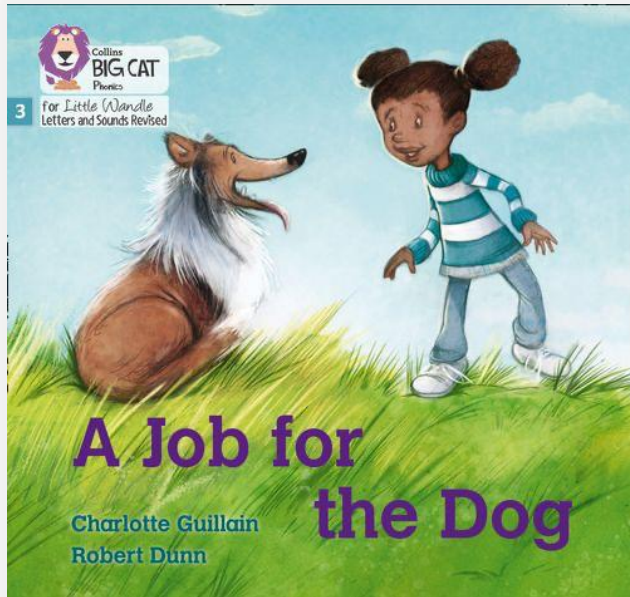
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

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.



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.



The slide features decorative geometric shapes in the corners. The top-left corner has overlapping orange and light orange diamonds. The top-right corner has overlapping pink and light pink diamonds. The bottom-right corner has overlapping light orange triangles.

Reading Diaries

We would encourage you to read with your child as much as possible and record it in their reading diaries. We will be checking the diaries every Friday and noting how many times each child has read at home.

There will be rewards for children that are consistently reading at home.

Bring in everyday as we use the passwords in the diaries for our computing sessions. We only check diaries on a Friday.

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Why does it matter?

- Children who attend regularly, keep up with lessons
- Regular attendance is linked to higher achievement
- Helps build and maintain friendships
- Boosts self-esteem and a sense of belonging
- Teaches the importance of punctuality and commitment
- Helps teachers plan to meet the needs of your child
- Helps us identify and address learning needs or emotional challenges
- Legally responsibility
- Poor attendance can lead to warnings, fines and other legal consequences
- We are all ready, respectful and safe

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Your child's attendance available on:

- Arbor App
- Newsletters
- Parents' evening
- End of year report

**0 days off in a year
0 lessons missed**

100%

**2 days off in a year
10 lessons missed**

99%

**5 days off in a year
25 lessons missed**

97%

**10 days off in a year
50 lessons missed**

95%

**14 days off in a year
70 lessons missed**

93%

**20 days off in a year
100 lessons missed**

90%

How can you help?

- Make sure your child is on time.
- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances*.



Poor attendance

- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**


Department
for Education






**PARENT FINES FOR MISSING SCHOOL:
WHAT YOU NEED TO KNOW**

How can we help?

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**






Our attendance in = %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: _____ Class: _____

Weekly Attendance Tracker



Monday Tuesday Wednesday Thursday Friday



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**



Our Behaviour Ethos: Ready, Respectful & Safe

At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

At Abbey we are...

Ready



Be kind



listen



Be polite



give people time



look after each other



accept

At Abbey we are...

Respectful



Be kind



listen



Be polite



give people time



look after each other



accept

At Abbey we are...

Safe

Have a go!

Good EFFORT

Try new things



Make mistakes



Walk in corridors



Sit Safely



House Points
 **ClassCharts**
Part of tes

Bronze 100 points
Silver 200 points
Gold 300 points
Platinum 500 points

Reflection
RELIGION





Oracy at Abbey

Why teach it?

- Build on ideas
- Question others' thinking
- Acquire more vocab
- Boost confidence
- Participate more

Find out more about ...

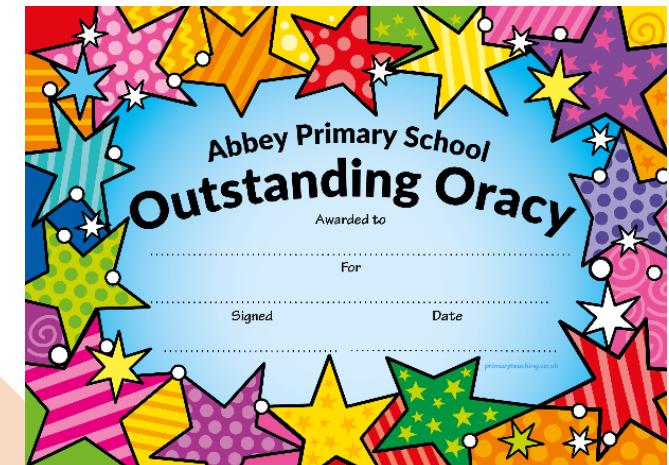
- Talk rules
- Talk moves
- Talk groups
- Talk roles

Friday 19th September
8:30 – 9:30
Library

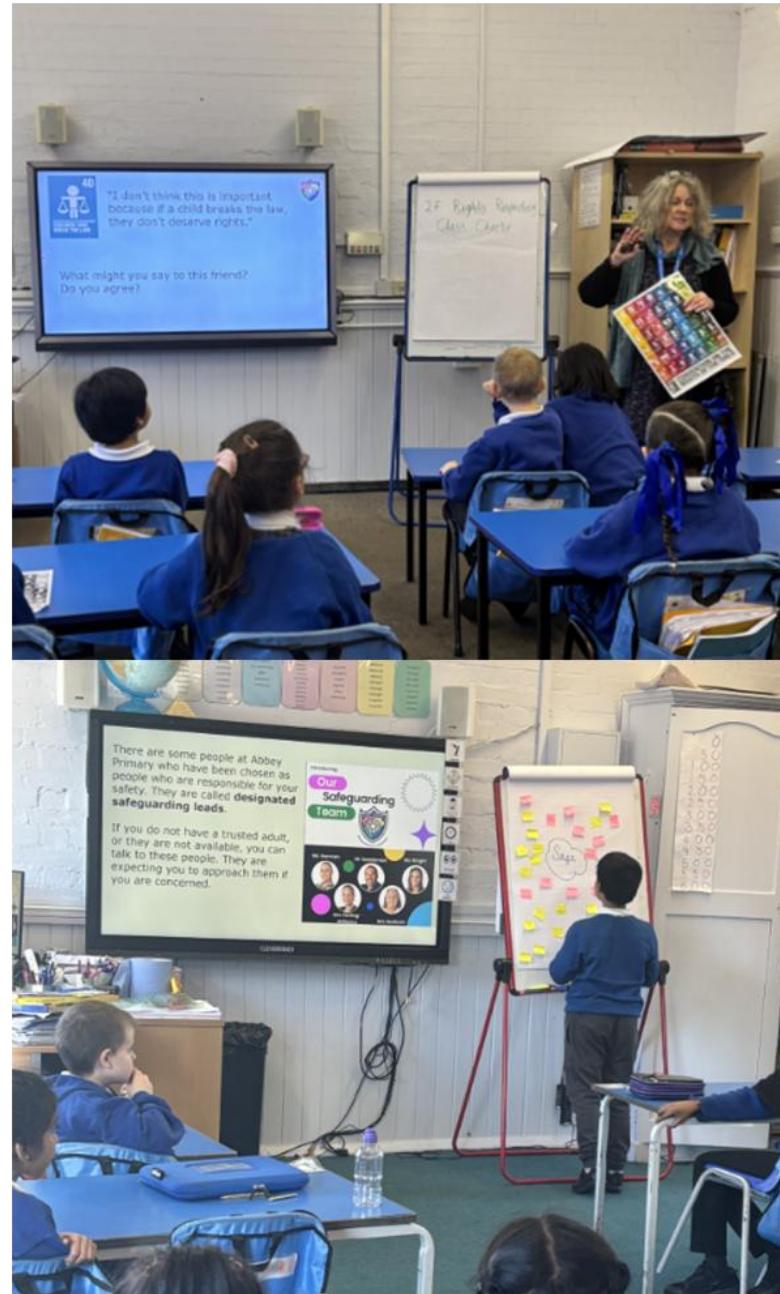
What is Oracy?

"The ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication."

Oracy Education Commission, 2024.



We are proud to share that our school has achieved the **Silver Rights Respecting Schools Award**, recognising the way we place children's rights at the heart of our policies, curriculum, and daily practice. Pupils learn about the United Nations Convention on the Rights of the Child and, more importantly, how to respect and value those rights for themselves and others. Achieving Silver shows that our whole school community is committed to creating a safe, inclusive, and respectful environment where every child's voice is heard and celebrated and we are now working towards our **Gold Award**.



CONVENTION ON THE RIGHTS OF THE CHILD

2025 – 2028



**Rights
Respecting
Schools**

UNITED KINGDOM

unicef

**Silver
Rights Aware**