

Welcome to Year 1

Year 1	Class 3 – Mr Ross	Class 4 - Mrs Kelly
Mrs Liz Kelly	Lower School & Writing Lead Year 1 Teacher	
Mr Jamie Ross	Year 1 Teacher Computing	
Mrs Zara Ahmed	Lower School Teaching Assistant	

A smooth transition from EYFS

- ▶ Your child will now follow the National Curriculum objectives for reading, writing, maths and all other non-core lessons.
- ▶ We will continue to teach using 'continuous provision' but this will step up in the level of structure from last year.
- ▶ Your child will move to more formal mornings in the spring term and we will get them ready for year 2 in the summer term.

What your children will experience in Year 1

PROUD



Autumn 1 Topic

Focusing on the school PROUD rules and personal development.

P	Polite and Helpful
R	Respect
O	Organised and Tidy
U	Understanding Others Needs
D	Do Your Best

Year 1 2026-2027

Topic	Main focus
Autumn Term	
Super Me	Science
The Night Adventure	History and Science
Spring Term	
A Toy Story	History
Around the World	Geography
Summer Term	
Grow your Own	Science
Knights of Basford	History and Geography

Visit from an owl



Go to Twycross Zoo



Playtimes in Year 1

LK

- ▶ Each day your child is provided with a piece of fruit. Orange, apple, banana, carrot or raisins. You can provide them with an alternative healthy snack.
- ▶ Milk is provided if your child is pupil premium or you can pay for it.
- ▶ Only water in their named water bottle please.
- ▶ We encourage children to have a drink and go to the toilet after break / lunch times but they have access to their bottles whenever necessary.
- ▶ There is a medical station at playtime and lunchtime. If you child receives treatment in the day they will receive a red or a blue wristband and a letter explaining the treatment given.

Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
	Playground			Playground

- ▶ We now have our active uniform, see below as shared by Mrs Duffin.
- ▶ Year 1 P.E days are Monday and indoor P.E on Thursday.
- ▶ Outdoor PE is on a Monday, we will still go out when it is cold, they can wear their jumpers, fleeces and coat in winter.

Your child can wear a combination of any of the clothing shown below on all 5 days of the week.
There is no separate PE kit.

- Plain black: joggers, tracksuit bottoms, fitted leggings, PE shorts (at least mid-thigh length) or PE skirts
- White polo T-shirt (with a collar)
- One school-branded top: **jumper, cardigan, fleece or sports top**
- Plain black trainers including black logos/branding

			
White polo t-shirt	Plain black trainers	Plain black joggers	Plain black sports shorts
			
Plain black cycling shorts	Plain black leggings	Plain black PE skirt	Plain black or white socks

			
Jumper	Cardigan	Fleece	Sports top

No thank you to:

- Hoop or dangly earrings
- Smart watches that have internet connection or ability to take photos/recordings
- Unnecessary use of pimple patches
- Open toed sandals, flip flops, crocs or any other type of current fashionable footwear
- Heeled shoes/boots
- Large hair accessories (bigger than a fist)
- Fashion trends such as make up, nail varnish, colour hair extensions, hair dye, tattoo transfers, fashion haircuts (this list is inclusive but not exhaustive)
- Coloured trainers
- Branded/logo clothing

Working with you as a team

LK

Across the year we will invite you into school for...

- ▶ *Parent workshops- to support you help your children usually based on Phonics, Writing and Maths.*
- ▶ *PROUD assembly to share why your child is magnificent*
- ▶ *Parent showcase events so you can celebrate your child's work*
- ▶ *Opal play events*
- ▶ *Parents evenings*

All dates to be confirmed in Mrs Duffin's newsletter ASAP

Uniform

JR

Please can names be on all of the following items...

- ▶ *Jumpers/cardigans*
- ▶ *Coats*
- ▶ *Water bottles*
- ▶ *Book bags*
- ▶ *Lunch boxes*

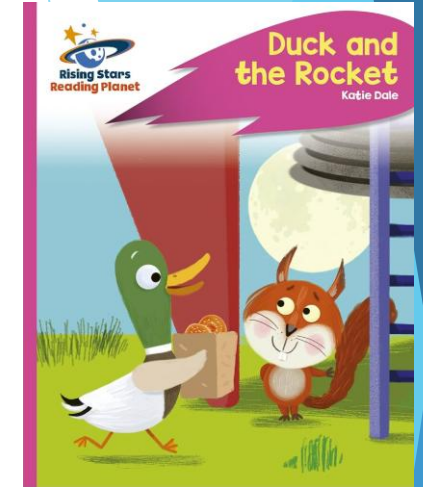


Your child each day will need to bring a named water bottle and small bag for their reading book and diary. Please can we ask that children do not bring large bags as they are hard to store in school on pegs and can get damaged and cause health and safety risks when they fall to the floor.

Reading

LK

- ▶ Your child's book colour will be selected based on reading assessments.
- ▶ They will bring home two books of that colour per week.
- ▶ They will also bring home a reading for pleasure book.
- ▶ These books will be changed once weekly on a Friday.
- ▶ In year 1 we ask that you read your child's book band books **at least** 3 times a week with your child and record the name of the book and your signature in their diaries.
- ▶ Diaries are checked once weekly.



In their diary you will see...

Common Exception Words

Rocket Phonics Common Exception Words					
I	the	go	to		
no	into	he	she	we	me
be	was	my	you	her	they
all	are	some	one	said	come
do	so	were	when	have	there

Rocket Phonics Common Exception Words					
out	like	little	what		
oh	their	people	Mr	Mrs	looked
called	asked	could	water	where	who
again	thought	through	many	laughed	because
any	eyes	friends	once	please	

You can help your child learn to read these words by sight, they cannot be blended. You can also help them learn how to spell these, our workshop will help you with this.

Book bands

- ▶ This shows you how you can help your child, with their reading. A few pages are ok, don't pressure your child to read a whole book. Unless they want to.

Blue Reading Band

Books at this level will become more complex and your child should rely less on illustrations. They should be able to sound out most of the words.

Phonics
Now your child will be learning different spellings of sounds that they already know, e.g. they now know 'oi' and they will learn that 'oy' makes the same sound, it is just a different way of spelling it.
The sounds that they will learn are: **wh** (making the sound w) **ph** (making the sound f) and the **ai** family: **ay a-e a**. The **igh** family: **i i-e ie y**. The **oa** family: **o-e ow oo o /oe/ y** **ey**. The **ee** family: **e-e ie ea**.

Goals for your child and tricky words

- Choose books that they are interested in and read a variety of books
- Talk about a story in their own words without relying on pictures.
- Notice and correct some of their mistakes.
- Answer questions about the story to show a level of understanding. Someone, said, come, do, so, were, when, have, there, out, like, little, what

How you can help

- Encourage your child to read the full sentence after sounding out the words to help them understand the text.
- Talk about the meaning of any words that they are unsure of.
- Ask lots of **who, why, what, how** and **when** questions to develop your child's understanding, e.g. What have you found out about in this book? How do you know that the boy enjoyed school? Who was your favourite character and why?
- Read a page out loud to show your child how to read punctuation by pausing on full-stops or using intonation for question marks.
- Ask your child to tell you about what the characters are doing and why.

Green Reading Band

Green books have more characters and different texts such as nonfiction, rhymes, diagrams and verse. Your child should sound out most of the words.

Phonics
Your child is continuing to learn different spellings of sounds that they already know, e.g. they now know 'oi' and they will learn that 'oy' makes the same sound, it is just a different way of spelling it.
The sounds that they will learn are:
ue family (flew), **ur** family (stir), or family (walk), **ere** family (deer), **air** family (fare).

Goals for your child and tricky words

- Talk about each of the characters.
- Start to read at a good speed and use full stops and commas.
- Talk about what new words might mean and notice rhyming words.
- Read texts in unusual layouts, such as in speech bubbles and lists.
- Read a variety of fiction and non-fiction.
- Think about the overall plot and talk about how the book might end. Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

How you can help

- Encourage them to sound out words quickly and to correct their own mistakes when something doesn't 'sound right'.
- Read a page out loud to show them how to read punctuation by pausing on full-stops or using intonation for question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.
- Ask lots of **who, why, what, how** and **when** questions to develop your child's understanding.

Maths -KIRFS

Key Instant Recall Facts

JR

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Can name numbers to 5 in order through rote counting	Verbally to 20 and beyond and recognise the pattern of the counting system	I can read and write numbers from 1-10 in numerals and words.	I know addition and subtraction facts to 20 including 1 more and 1 less of a number	I know addition and subtraction facts to 50	I know addition and subtraction facts to 100	I know the all 12 times tables (X and ÷) fluently	I know all the 12 times tables (X and ÷) fluently
Autumn 2	Can name numbers to 10 in order through rote counting	Recall 1 more and 1 less to 5 and subitise to 5	I can add and subtract numbers using numbers within 10	I know my numbers bonds to 20	I know the 3 times tables (X and ÷)	I know the 6 times tables (X and ÷)	I know factor pairs for numbers to 100	I can round any whole number to nearest degree of accuracy
Spring 1	Recall amounts to 5 and represent using fingers	Partition numbers to 5	I can identify one more and one less than a given number	I can identify ten more and ten less than a given number	I know doubles and halves for numbers to 50	I can multiply or divide a single digit by 10 or 100	I know all the 12 times tables (X and ÷) fluently	I can identify common factors of a pair of numbers for facts up to 12 x 12
Spring 2	Understand the concept of more / less	Recall 1 more and 1 less to 10	I know my numbers bonds to 10.	I know doubles and halves for numbers to 20	I know the 4 times tables (X and ÷)	I know the 9 times tables (X and ÷)	I can count forwards and backwards in 25s from any number	I can convert between decimals, fractions and decimals
Summer 1	Subitise to 3	Recall number bonds to 5 and 10 including double facts and subtraction	I can count to 100 forwards and backwards starting at any number	I know the 2's and 10's times tables (X and ÷)	I can identify simple 2D and 3D shapes	I know the 7 times tables (X and ÷)	I know decimal number bonds to 1 and 10 (1dp and 2P)	I know doubles and halves of decimal numbers with up to 2 decimal places.
Summer 2	Verbally count to 10 and beyond		I know halves and doubles to 10	I know the 5's times tables (X and ÷)	I know the 8 times tables (X and ÷)	I know all the 12 times tables (X and ÷) fluently	I can tell the time to the nearest 5 minutes	Revisit Previous KIRFs

Year 1

I can read and write numbers from 1-10 in numerals and words.

I can add and subtract numbers using numbers within 10

I can identify one more and one less than a given number

I know my numbers bonds to 10.

I can count to 100 forwards and backwards starting at any number

I know halves and doubles to 10

Phonics

- ▶ We will be continuing using the phonics scheme called 'Rocket Phonics'.
- ▶ There will be the statutory phonics check in the summer term which will check how well your child can decode words.

Section 2

brend	
throst	
stret	
spraw	

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Section 2

label
vanish
blossom
thankful

Y1 School Website Page

Year 1

[Home](#) > [Children](#) > [Year Group Pages 2024-2025](#) > [Year 1](#)

Welcome to Year 1!

We can not wait to begin our learning journey with you and see all the fantastic ways that you will blossom this year!

Rewards

JR

- ▶ *PROUD* points sent via Arbor.
- ▶ *PROUD* certificate each term
- ▶ Stickers
- ▶ Certificates - postcards
- ▶ Recognition time with Mrs Duffin
- ▶ Opal play awards/ lunchtime tidy awards

Please make sure you look at the lovely messages that are sent via Arbor.



Behaviour Policy

If your child receives 3 warnings in a session they will receive reflection time. You will be informed through Arbor.

If your child receives a second reflection in a morning or afternoon they will go to another year group and spend their restoration time with a phase leader.

If your child has been physical they will receive an automatic reflection time.

Remind, Reflect, Regulate and Restore

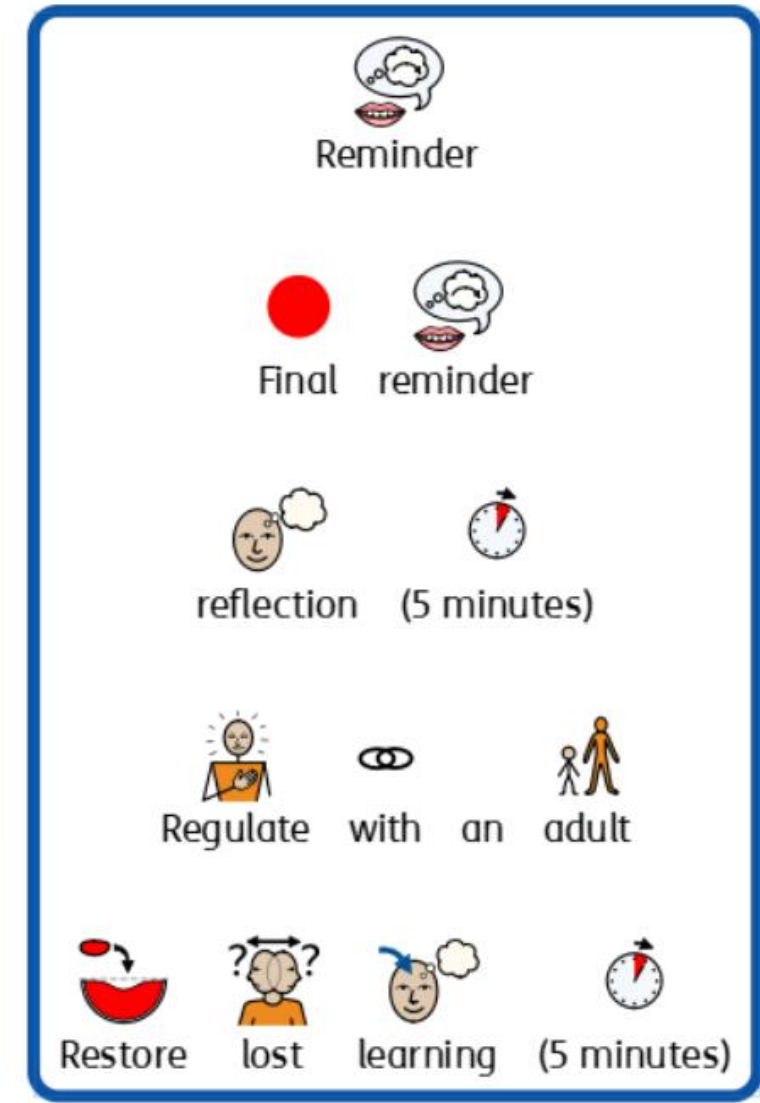
Remind	- Give positive praise to others around the child/within class who are displaying the right behaviours - Discreetly speak with the child and remind them explicitly about the behaviour expectation and PROUD rule you are wanting them to follow - Give a final reminder about the school rule you want them to follow and the behaviour you want to see and that if they continue to not follow the rules, they will be asked to move into reflection time.
Reflect	- 5 minute reflection time with a timer – reflection space/chair within each teaching space, this might be outside of the classroom door
Regulate	- A short conversation with the child about why they are in reflection time and the behaviour you want to see in the class. Please ensure you use Emotional Coaching/Paul Dix conversation strategies to support the conversation. 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
Restore	- Child returns back to classroom and continues learning with the class - At the next break (playtime or lunchtime) the child stays for 5 minutes with the timer to restore the lost learning. If the child is not able to complete the work due to emotional regulation, the time is to be spent building the relationship with the child.

Behaviour policy

LK

How this looks in the classroom

- ▶ *Praise for the desired behaviour*
- ▶ *Discreetly speaking with the child*
- ▶ *Final reminder*
- ▶ *Reflection*
- ▶ *Regulate with an adult using set questions and these resources*



Zones of Regulation

- ▶ 4 zones identified by colours to label different feelings.
- ▶ No feelings are 'good' or 'bad' they're all valid.
- ▶ A focus on self-regulation and emotional control.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



If you want to share something about your child or ask a question you can...

~tell the team of adults on the gate

~ring the office (we will get back to you ASAP)

~If it is personal and you don't want to talk about it you can always say, 'had a bad weekend'.

We are always here to help no matter how big or small.

Any questions please ask
any of the Year 1 team.

Thank you for attending.

