

# Welcome to Class One!

Class teacher – Miss Thorburn

Teaching assistants - Mrs Brown, Mrs Huq, Mrs  
Roberson, Ms Roscorla

PPA cover (Wednesday Morning) – Mrs  
Sargeant

Music/PE – Mrs Middleton and Mr Duers

# Class One routine

- 8.45 Children to arrive through classroom door to start learning at 8.45am (reading/FMS/marking reflection/interventions)
- 9.00 Register and welcome
- 9.15 Collective worship
- 9.30 Morning session one
- 10.45 Playtime (including fruit/vegetable snack, no milk)
- 11.00 Morning session two
- 12.15 Lunch (eat first, then play)
- 1.20 Afternoon sessions
- 3.15 End of school day (Please let me know about regular/one off collection arrangements)

# What does my child need?

Book bag with reading record (No rucksacks please!)

Please could we ask if you could send your child in with a spare pair of pants in their book bag.

A named water bottle.

Balanced Lunchboxes (should have a cool pack in them as they aren't refrigerated!)

**Friday** - Nature Space clothes in a named bag.

*Please refer to class newsletter for more detail.*

# Uniform

- Hair needs to be tied up
- No jewellery
- No trainers

Make sure everything is named please!

# PE

- PE will take place this term on a Wednesday and a Thursday.
- Please ensure the children come into school with appropriate attire for PE.
- If your child has their ears pierced earrings must be removed before PE. If they are unable to be removed, they must be taped up, with tape sent in from home.
- If a child is unable to do PE for any reason, please let me know at the door or this it needs to be in writing.

# What will my child learn?

Teaching is in line with the Primary National Curriculum and builds on Foundation Stage teaching and learning. There is a topic each term with links made across the curriculum where appropriate. E.g. moving and dancing like toys.

English, Maths and Phonics are taught daily (whole class/small groups/1:1/child led).  
Foundation subjects are taught regularly to ensure breadth of learning.

Little Wandle Phonics will be carrying on from last year and following the same structure.

Phonics screening checks will take place at the end of Year 1. This is nothing to worry about and it is very low key.

# Homework

- 1) Children will bring home the book that they have been reading in class to share with family over the weekend.
- 2) Class Library book – on Monday mornings children will be encouraged to choose a book from the class library to take home and enjoy throughout the week. This book will not be matched to your child's reading level, or the phonics taught in class.
- 3) Maths activity
- 4) Tricky words activity

Homework will not always be formally marked but will be checked by teachers/teaching assistants on a weekly basis. I hope that you will enjoy this approach to homework throughout Year 1.

# Learning Partners and Groups

Children will have a different learning partner each week, selected at random. They will sit together on the carpet and for certain activities, supporting each other's learning.

Children have table groups for most activities. These groups are mixed-ability. For some activities children will be grouped differently e.g. reading practise, number recognition, targeted activities.



# How can I help my child learn?

- Be interested and engaged in them as a learner. Ask them regularly about what they are learning and what they have enjoyed at school.
- Don't compare them to others, celebrate them as an individual.
- Complete maths activities (e.g. homework)
- Help them to celebrate their reading progress by listening to them read their Little Wandle book every weekend.
- Make time to read with your child every day, sharing a range of high-quality texts (including class library book brought home on Mondays) and fostering a love of books and the written word.
- Establish a routine that includes regular physical activity and plenty of rest and good quality sleep.
- Keep up to date with communication from school.

# Expectations and behaviour

Our school values: Together we are **GREAT**

**G**od's Guidance

**R**espect One Another

**E**xcellent Behaviour

**A**iming High

**T**remendous Teamwork

# Expectations and behaviour

We have high expectations for behaviour throughout the school and our school values underpin all that we do. Clear, firm boundaries have been established with regular reminders. Consequences and sanctions are outlined in school behaviour policy.

Children will be awarded value points to acknowledge effort. Value points are earned collectively for friendship groups. There will usually be a termly award for the winning friendship group e.g. non-uniform day, first to eat lunch.

Stickers, good news notes, 'gossiping', verbal praise etc will be used regularly to promote and celebrate effort and achievement for individuals.

**Communication is key** - please keep us informed of changes at home, any concerns etc.

# Communication

To comment about reading: orange home school link book

To comment about maths at home: home school link book

To give a non-urgent message: orange home school link book or email admin@

To give an important/sensitive message: email admin@ or letter in envelope via child.

To arrange meeting with me: email admin@

Communication from school will come as messages in orange book, phone call, informal chat on playground, newsletter from Mrs Sargeant and updates on the school website.

Please do keep in touch – communication is very important!

# Dates and events

Harvest Service: Friday 20<sup>th</sup> September at 9:30am

Our Class Collective Worship: Friday 18<sup>th</sup> October at 9:15am

Check the school website/newsletter

# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

**Adjacent consonant**

**Split digraph**

# The progression



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*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.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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

\*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.

Autumn 2 Phase 5 graphemes	New tricky words
/url/ ir bird /igh/ ie pie /ool/ /yoool/ ue blue rescue /yoool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoool/ u-e rude cute /eel/ e-e these /ool/ /yoool/ ew chew new /eel/ ie shield /orl/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

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

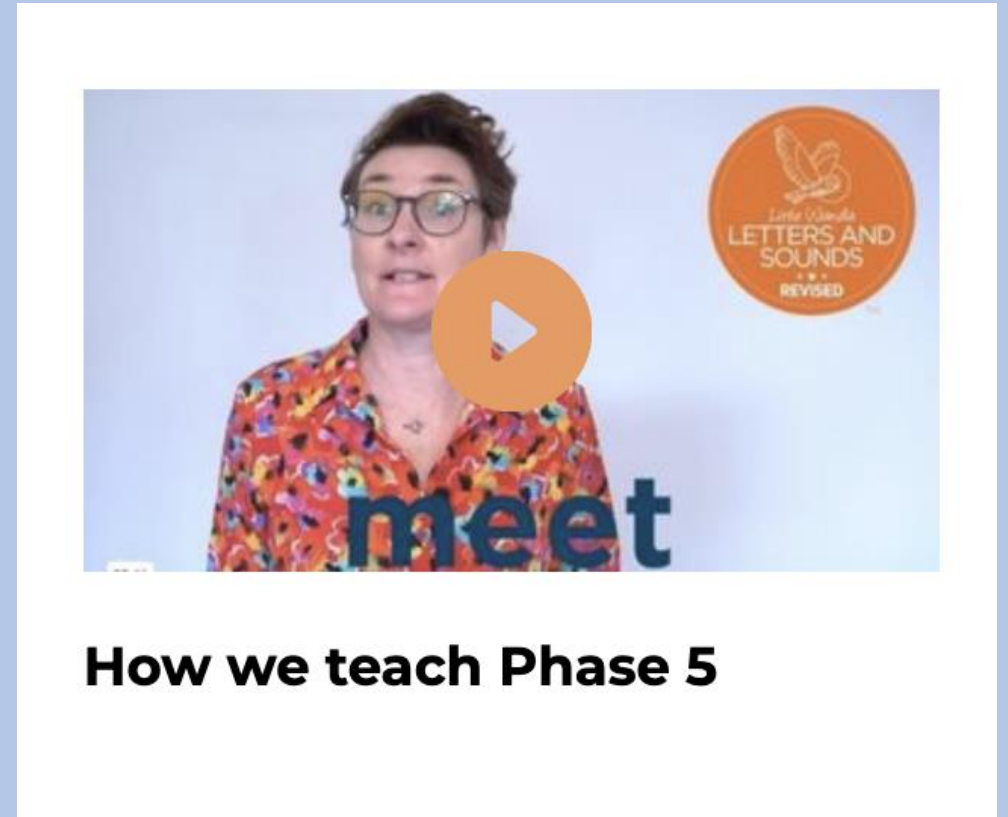
Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# This term we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.





# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.
- They will also begin to distinguish between different phonemes/graphemes.



# Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



# Spelling

- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



# Spelling

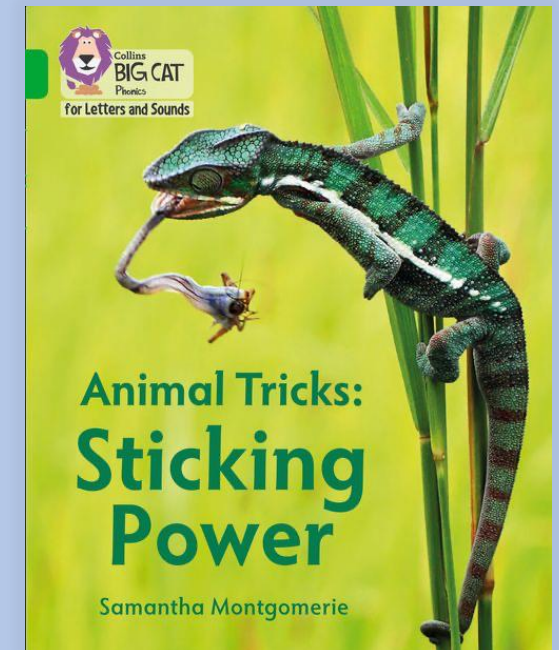
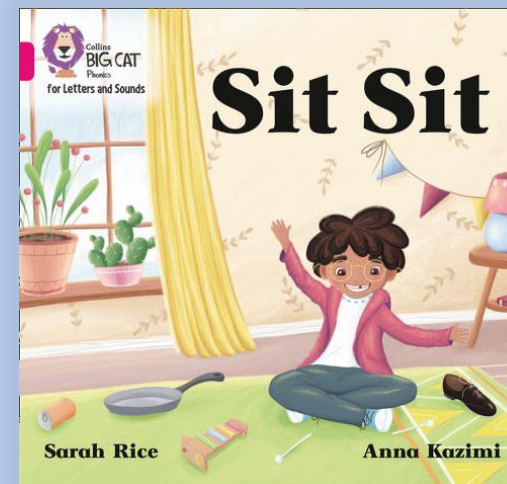
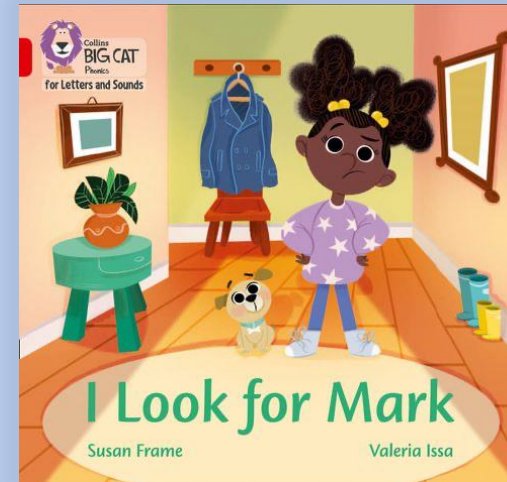
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.





We use assessment to match your child the right level of book

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

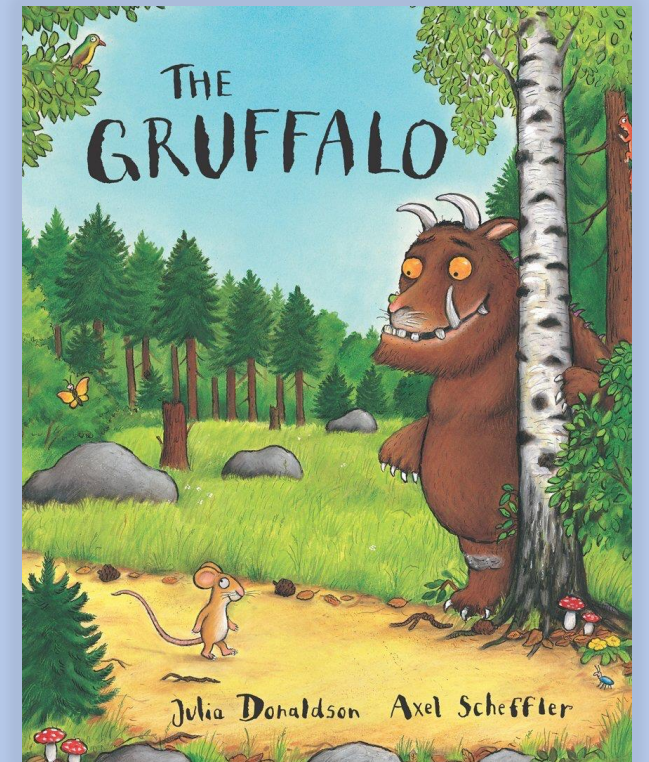
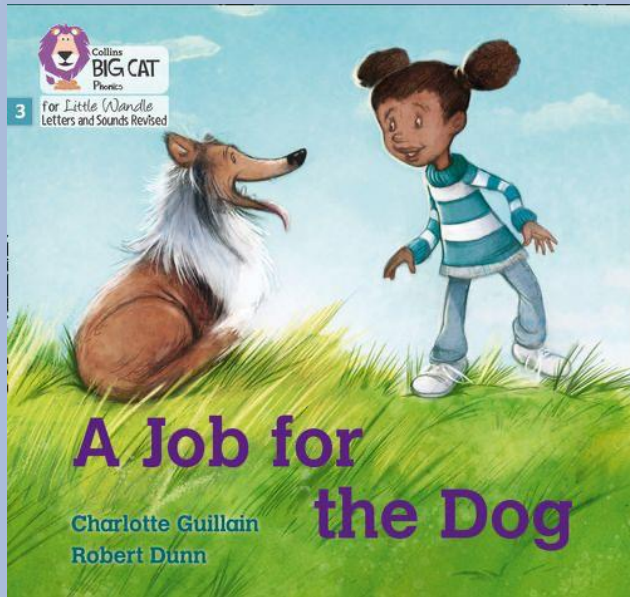
**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck

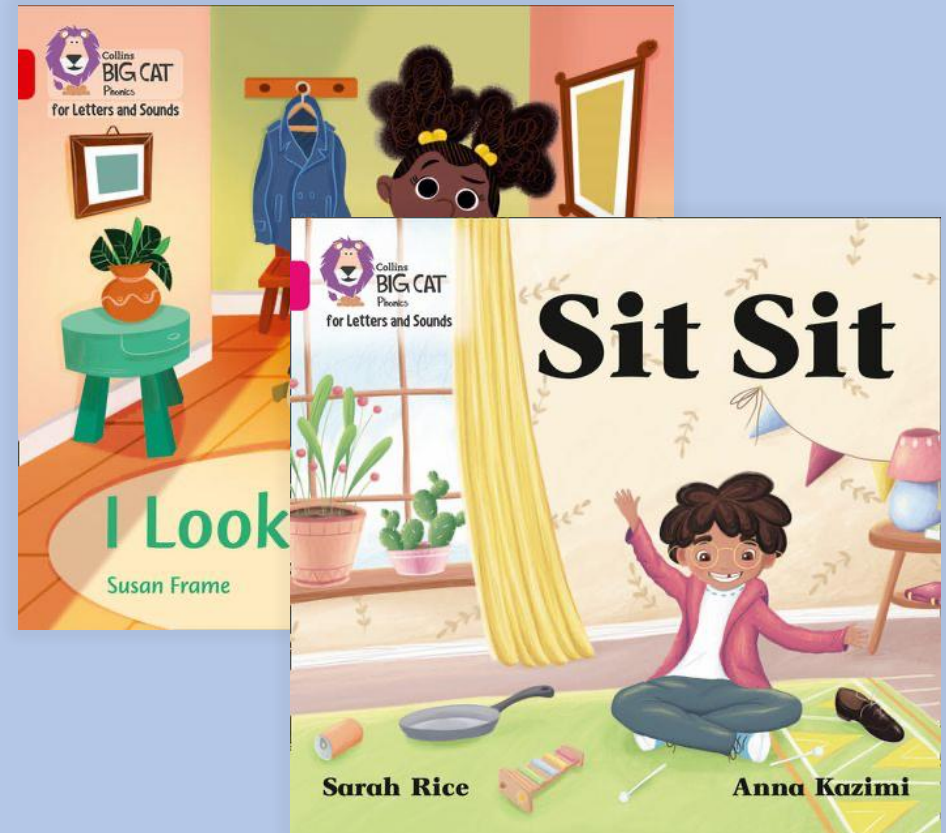


# Books going home



# 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.



# 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**

**Questions?**