

# Welcome to Year 1

Mrs Geach, Mr Sowden and Miss Jackson

# Transition from Reception

- As the children start in Year One, we mirror the Reception timetable to support a smooth transition.
- We ensure the children still have child-led exploring time throughout the day but for a longer session in the afternoon.
- We plan child led activities each week that mirror our whole class learning.
- Our learning activities may be child-led or teacher led.

# In the morning...

The children will come in through the same gate as in Reception.

Both Paddington and Supertato classes will come through the same door as they have done in Reception.



What is our teaching and learning  
focussed on?

# Oracy



## What is oracy?

- *"Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication."*- Voice 21
- Empowers ALL children to share and articulate their ideas in a safe environment



At ACS, we are encouraging the children to develop their speaking and listening skills through the Voice 21 programme where we have implemented:

- **A listening ladder in every classroom**
- **The power of sentence stems**
- The Talk Tactics to be used during discussions (build, challenge respectfully, probe, clarify)
- Further elements of Oracy will be added across the next academic year.

For more information, visit <https://voice21.org/>

# Phonics

- Taught daily and builds upon children's learning in Reception. The children's assessments are passed up to ensure learning is closely matched to next steps.
- If children have gaps in their phonics knowledge they will continue to receive daily keep up.
- We will also ask you to continue to support your child's phonics learning and we will continue to send phonics sheets home every Friday. The children who revisit their learning at home make expected or better progress across the year so please do complete these.

	<b>Aston Clinton School</b> <b>Year 1 Phonics Home Learning</b>	
<b>Phase 3 – Autumn 1 Week 1</b>		

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be revising this week in school –

<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	<b>ar</b>
<b>or</b>	<b>ur</b>	<b>oo</b>	<b>ow</b>	<b>oi</b>	<b>ear</b>

We will be reading and writing words. Can you spot this week's phonemes?

tail main feel deep right fight  
road soap food boot hard  
bar born sort surf curl foot  
took down town join coil hear near

We will be reading sentences. Can you spot any tricky words?

The toads feel so cool.  
The boot on my right foot is too hard.  
I can see foxes in the car lights.  
We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no go so my by to into out the

We will be practising spelling these words.

Feel right go food hard my sort took  
into down hear out

## Grow the code grapheme chart

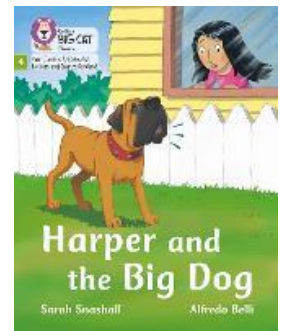
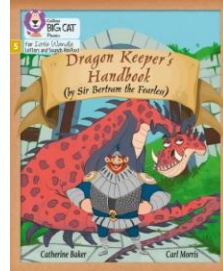
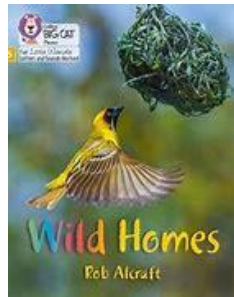
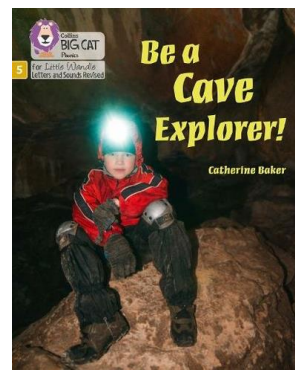
Phase 2, 3 and 5

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

- In Year 1, we build upon the phonemes and digraphs the children have already learnt.
- In Phase 5 phonics we will begin to *Grow the Code* and learn alternative pronunciations and spellings for the sounds the children have already learnt.
- In June, the children will undertake the Phonics Screening Check.

# Reading

- Reading is every Monday, Tuesday and Wednesday.
- Books are closely matched to the children's phonics learning and the children's phonic knowledge is assessed each half term. If your child is having phonics keep up, these assessments are completed every 3 weeks.
- The children who practise their reading books at home for a minimum of three reads do make good progress. By rereading their book, they are developing their fluency, prosody (using a story telling voice) and comprehension. It also supports children to be able to read the tricky words by sight.
- Books are returned on a Thursday and go home every Friday. Please can we ask you to write a comment after hearing your child read. The children will only take home their new book when they have returned their old one.
- Reading for Pleasure is a key element in learning to read, and children take home a book every Friday. At the beginning of Year 1, this is a book for sharing.



# Talk Through Stories

Let's get children talking!

## The Word Gap

At five years old:

Never read to – 4,622 words

1-2 times a week – 63, 570 words

3-5 times a week – 169, 520

Daily – 296, 000 words

Five books a day – 1, 483, 300 words



The Lion Inside by Rachel Bright

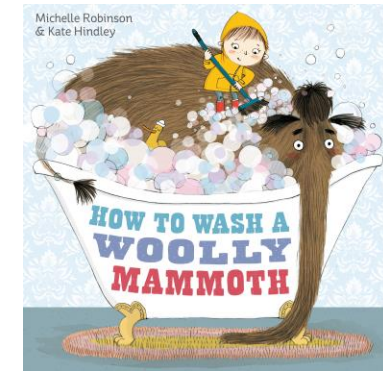
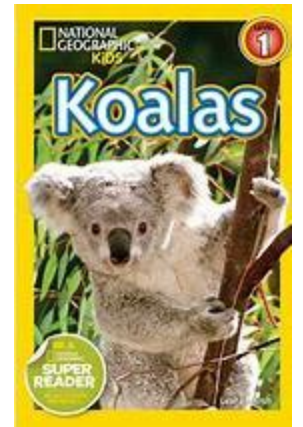
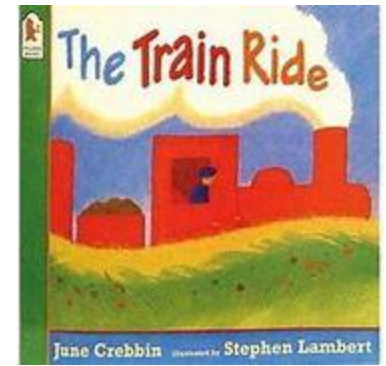
Monday	Tuesday	Wednesday	Thursday
<p>Introduce the story to the child: "I love this story because it is about a lovely friendship. It starts with a mouse who finds that being little isn't always easy. Mouse decides to ask Lion if he can help him to be big and brave. What happens next might surprise you..."</p>	<p>Re- read the story out loud.</p>	<p>Re- read the story out loud.</p>	<p>Re- read the story out loud.</p>
<p>Read the story</p> <p>Who are the characters in the story? (<i>Mouse, Lion, other animals</i>)</p> <p>Who is the main character? (<i>Mouse and Lion</i>)</p> <p>What is the problem? (<i>Mouse is tired of being ignored and forgotten because he's small and quiet. He wants to find his roar so he can make friends and join in like Lion</i>)</p> <p>What is your favourite part of the story? Why?</p>	<p>Tell the children they are going to be the mouse. Using their facial expressions and body language, they are going to show you how they feel in the following situations.</p> <ul style="list-style-type: none"> <li>❖ Elephant treads on you. (You look annoyed/ frustrated)</li> <li>❖ You hear Lion roar. (You look amazed/impressed)</li> <li>❖ You and Lion become friends and share the rock. (You look happy/ delighted)</li> </ul>	<p>What is the correct sentence?</p> <ul style="list-style-type: none"> <li>❖ Mouse wants to learn how to roar. Mouse wants to learn how to whisper. (Mouse wants to learn how to roar.)</li> <li>❖ Lion wants to eat Mouse. Lion is frightened of Mouse. (Lion is frightened of Mouse.)</li> <li>❖ Mouse and Lion are friends at the end. Mouse and Lion are foes at the end. (Mouse and Lion are friends at the end.)</li> </ul>	<p>Talk about the problem in the story.</p> <p>What is the problem in the story? (<i>Mouse feels sad and ignored. He wants to find his roar so the other animals will hear him.</i>)</p> <p>How is the problem solved? (<i>Mouse is brave and goes to find Lion. They become friends and Mouse doesn't feel small <u>any more.</u></i>)</p> <p>How would you have solved the problem? (<i><u>Grown ups</u>, you can answer too!</i>)</p>

Science Daily (2019)

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

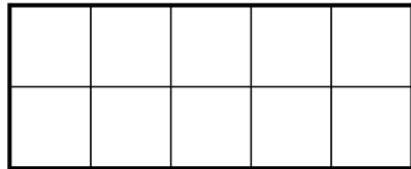
# English

- Our English units are always based around a story or information text.
- Children will have opportunities to develop their speaking and listening skills through drama activities as well as focussed learning to develop their reading and writing skills.
- The children will be supported to develop their early writing skills, and we will build upon their experiences in Reception.
- To start with, we continue to focus on the children being able to verbalise their sentence before writing. **'If you can say it, you can write it'**



In Year One when writing a sentence we talk about:

- Who or what the sentence is about
- What the verb is in the sentence
- What happens



Before writing a sentence, we expect the children to say their sentence first. They put counters on a tens frame to support this. As they write each word they turn the counter over.

**Our gold standard writing expectations are**

- Say the sentence
- Start your sentence with a capital letter
- Use finger spaces between each word
- Listen for your phonemes as you write each word
- Put a full stop at the end of your sentence
- Remember to use your best gold standard handwriting

YEAR 1

I am not a twig.

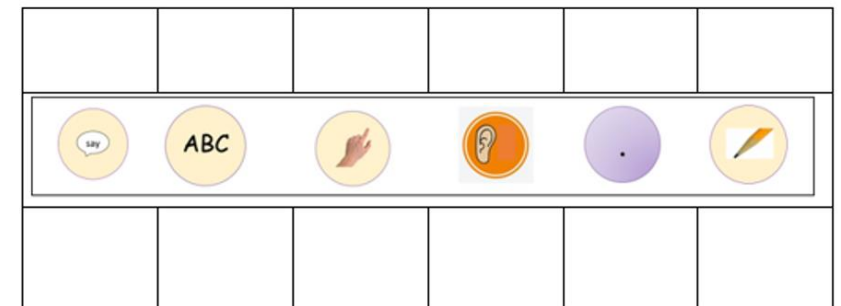


I am Stick Man

and

I need to be back in the family tree.

Our GOLD Standard  
Writing needs...



# Handwriting

## What does it look like in school?

- Daily handwriting lessons following Morrells Handwriting scheme in KS2 and Little Wandle in EY and KS1
- Handwriting warm-ups to strengthen finger and wrist muscles
- Sitting in the correct handwriting position (4 chair legs on the floor, 2 feet flat on the floor and 2 hands on the table)
- Correct pencil/pen grip
- **Heavy** focus on letter formation before joining
- Additional interventions if needed

## What can I do at home to support my child?

- Take your child to the park where they can strengthen their finger muscles whilst climbing and gripping.
- Serve drinks in cups with a handle rather than a bottle which requires a fist grip
- Encourage them to carry their own book bag (again, encouraging the strengthening of finger muscles)
- Chores!
- Use metal cutlery
- Do arts/crafts and cooking together

**If you have any concerns over your child's handwriting, please do not hesitate to come and speak to us.**

# Maths

- Taught daily using Power Maths.
- We focus on concrete use of apparatus and then pictorial representations.
- The children will begin each lesson with their 'flashback 4' questions and some counting practice to warm up their brains.
- After this, we spend 5 minutes playing a maths game to promote a love of learning.
- The children will often use concrete resources during the lesson input and will then be given an opportunity to work independently in their Power Maths books.
- We ensure that all children have 'feedback' and are supported to edit answers in their book.

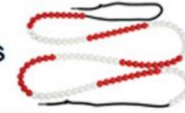
## Concrete:

Diennes- base 10

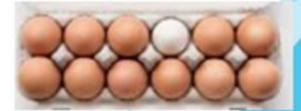
Beads strings

cubes

clocks



place value counters



# Maths - times tables

## What do children need to know?

- National Curriculum states - by the end of Year 4, **pupils should be capable of recalling all multiplication and division facts for multiplication tables up to 12x12**
- This maths fluency is essential for future success in mathematics.
- In Year 1, we are working on securing children's number bonds to 10 and 20. We then focus on counting in steps of 2, 10, and 5. This will support their early understanding of multiplication.

## Progression

Year 1- from Spring term

Number bonds to 10

Number bonds to 20

Key Stage 1		
2x	5x	10x
[See note below]		

## What can I do at home to support my child?

- From spring, when they bring their sheets home, please support them with their weekly "number bonds" quiz
- Help them practise any they are unsure of
- This can be done anywhere - walking / driving to school, in the park / garden / shops

# Topic

Across the year, each topic focuses on different areas of the curriculum:

## Autumn 1 - All About Me

Science, Geography, Design and Technology

## Autumn 2 - Ice Cold!

Science, History, Art

## Spring 1 - Turrets and Tiaras

Science, History, Design and Technology

## Spring 2 - Paddington Bear

Science, Geography, Art

## Summer 1 - Down in the Garden

Science, Geography, Art

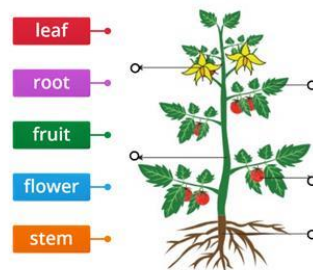
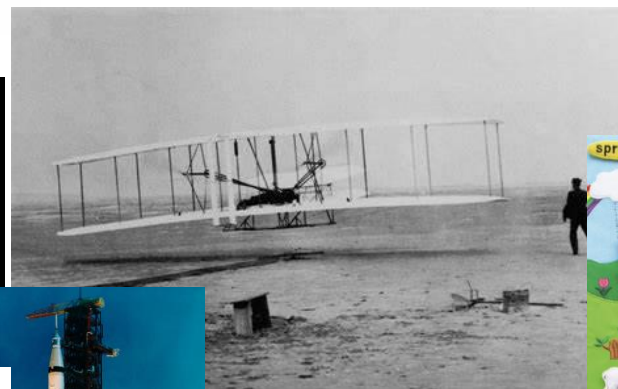
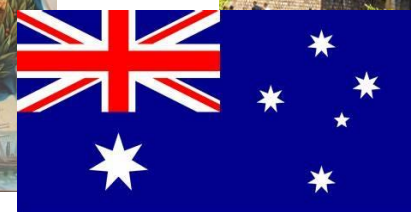
## Summer 2 - Up, up and Away

Science, History, Design and Technology

## Ongoing each half term:

Music, PE, Computing, RE,

Healthy Body and Healthy Mind



# Uniform

- Stiff collared white shirt, although children in Year 1 may wear a white polo shirt
- Grey school trousers or skirt (shorts or pinafore dress are also allowed)
- Royal blue cardigan or v-neck jumper with the school badge (from Bucks Schoolwear).
- School tie (from Bucks Schoolwear) although this is optional for Year 1
- Summer dresses of blue quarter-inch check gingham on white can be worn during warm weather.
- Black school shoes. No boots or trainers.

# PE

PE is taught weekly. (Days to be confirmed)

Children need to come to school in their PE kit:

Plain white polo t-shirt

School jumper or cardigan

Plain navy shorts, tracksuit bottoms or leggings

Black Trainers

**No labelled/branded clothing please as the children will be changed into spare PE kit.**

# Outdoor Learning, including Forest School

- Children wear PE uniform for Outdoor Learning, including Forest School.

However, they **need their joggers and PE/school jumper** in case of stinging nettles!

The following clothing requirements are dependent on the time of year and the weather!

Children might need:

- Suitable wellies or outdoor shoes in a named plastic bag.
- Waterproof trousers (to go over uniform)
- Waterproof coat - an old one is best
- Long sleeved light jacket (summer)
- **In the colder months:** hats, gloves, scarf
- **In the warmer months:** caps and suncream applied
- **PLEASE LABEL ALL ITEMS OF CLOTHING.**

# Where to find out what you want to know....

On the school website is our Padlet

This is a one stop reference for all things Year 1!

Please use this link to find it easily  
Year 1 | Aston Clinton School

Mrs C Macdonald + 4 • 4mo

**Welcome to Year 1**  
Hello Year 1. We are going to have a fun year - aspring, caring and being fantastic.

**School Values**

**Our School Values**

eventbrite.co.uk

Relational and Restorative Practice

We expect the children to demonstrate our school values. We model our values and teach the children to follow the 4 R's: Aspire - **be ready** to learn; Care - **be respectful**; Succeed - **regulate and repair**. In Year 1, we build on the learning undertaken in Reception and continue to explore

**Year 1**

**Welcome to Year 1**

**Welcome to Year One!**

What a super start your children have made for to Year One.

It has been wonderful to see them again after half term and they are straight back into the routine and making super learning choices. Well done Year One!

**Noticeboard**

**Forest School**

The children will be continuing Forest Schools sessions in Year 1. Their session will take place every other Thursday and we ask that on this day you send your children into school with Forest School kit to change into.

- wellies or suitable outdoor shoes in a named plastic bag
- jogging bottoms (to protect their legs)
- waterproof trousers (if you have them)
- waterproof coat – an old one



**Please remember not to have your phone out when picking up your child on the school site.**

### Why?

- Research clearly states that smartphones are negatively impacting children.
- In school, we have seen a rise in children bringing their phone-based behaviour patterns into school which is leading to classroom conflicts and distraction from learning.
- Sleep issues, rising levels of anxiety.....



For more information or support on the topic of smartphones, visit:

[smartphonefreechildhood.org](https://smartphonefreechildhood.org)



The website has some excellent resources which are well worth a look.

Have you heard about the Parent Pact?

It's a growing national movement of families choosing to delay giving children smartphones until at least age 14, and social media until 16 – and doing it together, so no one feels like the only one holding out.

It's already been signed by families at 45% of schools in the UK, and you can see live data for which schools have the most Pacts signed in our area.

**As a school community, we're lending our support to this movement** – not because we believe there's one right way to do things, but because we think this is an important conversation for all of us.



*A local group of parents from Aston Clinton, supporting the movement.*

**91%**

believe it is important for schools and parents to work together to manage smartphone use among children

*Survey results, 2025 (ACS)*

Thank You

Any Questions?