



Parent Overview Meeting  
WELCOME TO YEAR 1

**ST DUNSTAN'S, A THRIVING CHRISTIAN SCHOOL, GUIDED BY THE GOOD SHEPHERD,  
FOUNDED ON FAITH, INSPIRING THE BEST IN EVERYONE**

# Year 1 Team

Neptune Class: Mrs Kelly, Mrs Turner,  
Ms Cheung and Mr Paige

[Neptune@stdunstanscheam.co.uk](mailto:Neptune@stdunstanscheam.co.uk)

Mercury Class: Mrs Hollamby, Miss Humphries and  
Mr Hunt

[Mercury@stdunstanscheam.co.uk](mailto:Mercury@stdunstanscheam.co.uk)

# Changes To The Curriculum

The main difference between Reception and Year 1 is the change of curriculum. The children will move from following the Early Years Foundation Stage Curriculum to the National Curriculum for Key Stage 1.

Early Years Foundation Stage	National Curriculum
Personal, Social, Emotional Development	Personal, Social and Health Education
Communication and Language	English (Spoken Language)
Physical Development	Physical Education
Literacy	English
Mathematics	Mathematics
Understanding the World	Science, Geography, History, Computing, Religious Education
Expressive Arts and Design	Art, Design & Technology, Music

# Little Wandle Letters And Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



# Phonics

- We teach Phonics daily in Year 1. We review the sounds taught in Reception and move onto new graphemes, alternative pronunciations and consonants blends. There is a similar pattern with the structure of our lessons from reception to Year 1/2.
- In Year 1 the children sit a phonics screening check. This is a statutory reading check for all Year 1 children which takes place in the summer term.
- The check requires the children to read real words and 'alien words' by blending and segmenting sounds they have learnt during Reception and Year.
- Every Monday, we post an overview of Phonics for the week onto Google Classroom. It will tell you what we are learning for the week. Please read the words and sounds and practise reading and writing some of the words/sentences as part of the week's Home Learning.

Example of Phonics sheet  
that will be posted on Google  
Classroom every Monday.



Little Wandle - Letters and Sounds  
Year 1 Phonics Home Learning

Phase 3 – Autumn 1 Week 1



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/forparents/>

Phonemes we will be revising this week in school -

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

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.

# Supporting your child with phonics

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

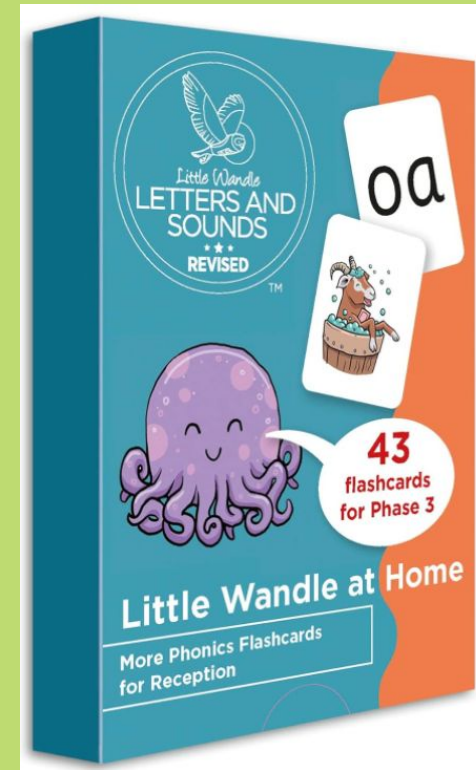
# Phonics Flashcards

## Optional resource to support your child:

We would like to offer you the opportunity to buy some phonics resources to support your child at home. The flash cards are very similar to the teaching resources we use at school so your child will be familiar with them.

- This is an additional resource to support your child so there is no requirement for you to purchase them.
- The phonics flashcards that would be useful to you are:
  1. Reception Phase 3 cards
  2. Year 1 Phase 5 cards

We will send out more information about buying these cards shortly.

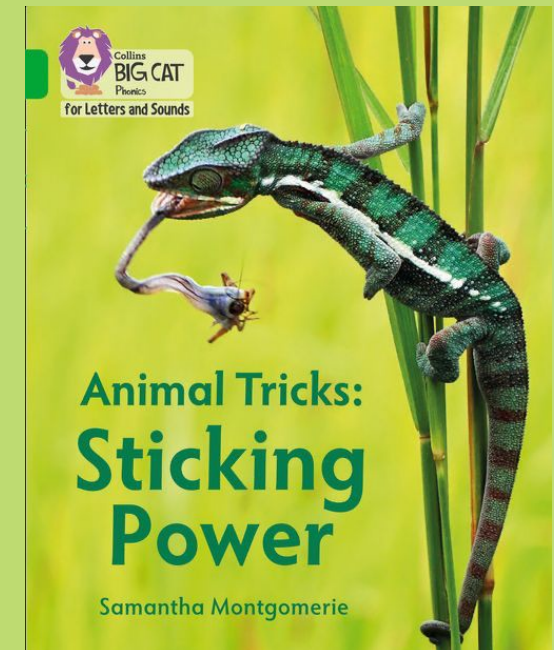
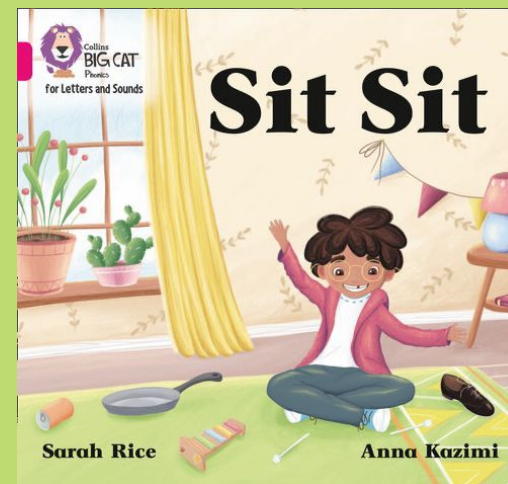




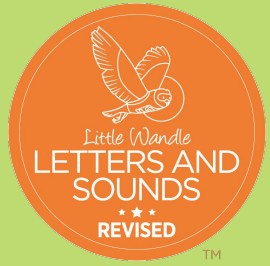
# How do we teach reading in books?

## Reading practice sessions are:

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



# We use assessments 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



# 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...**

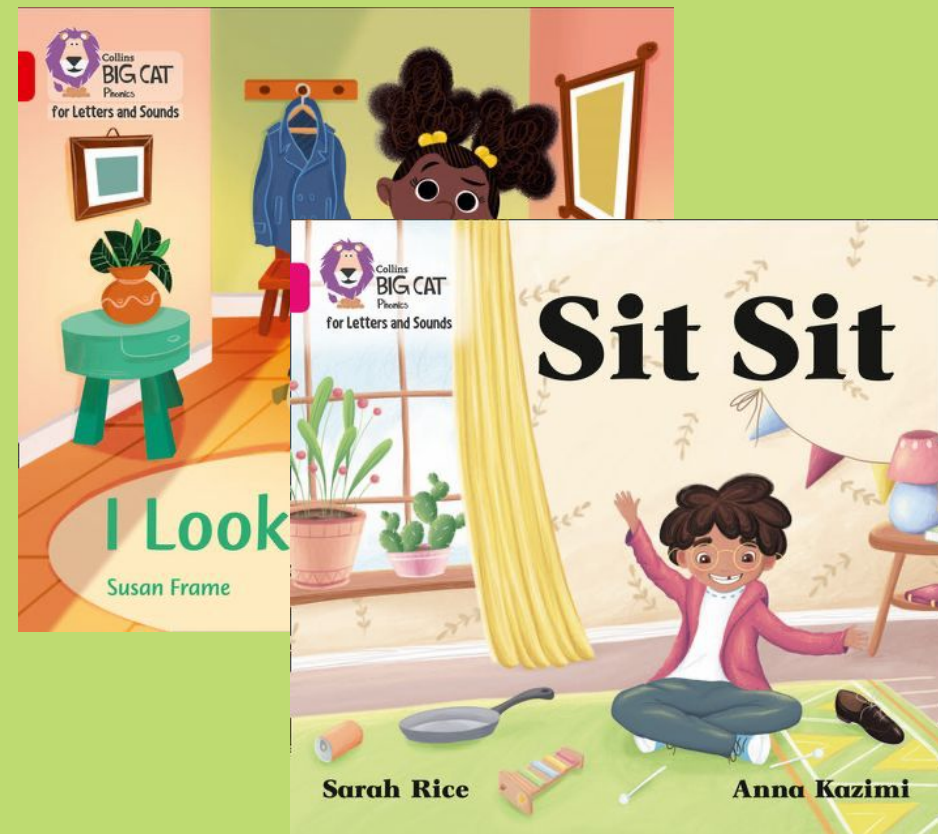
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



# 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, ask them to sound talk the sounds they know.
- Talk about the book and celebrate their success.



# Reading for pleasure



- **Every Monday** your child will visit the school library. They will choose this book themselves, they will not be able to read this on their own. This book is for you both to read and enjoy together. Please ensure this book is at school every Monday so that a new one can be chosen.

## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can.
- 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.



## Reading books going home




























- **Every Friday** we will send home a Little Wandle reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. This decodable reading practice book is taken home to ensure success is shared with the family. Listen to them read and give them lots of praise -celebrate their success. It has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy. Your child needs to develop fluency and confidence in reading.
- **Ebooks** - Over the next few weeks, we will allocate ebooks appropriate to your child's level. This is an additional resource to help your child with their reading.
- **Every Monday** we will be sending home an additional book during the week for you to read with your child. This is to be recorded in their reading record. Please write the date, title of the book and a short comment.

- **Returning books** - The additional reading book must be returned on a Friday. The Little Wandle book must be returned on a Monday. It is really important that these books are returned on time as it affects other reading groups.
- Please ensure your child brings in their yellow reading record **every day**
- We would like to encourage a love for reading not just at school but at home too. At the back of the yellow reading diary there is a sheet for you to record books that you are reading with the children at home, e.g. daily bedtime stories. There will be recognition for children when they have read 20 books for pleasure.
- **Lost/damaged books** - As you can appreciate the cost of books is a large expense so we have to ask if books are lost or damaged that you will need to cover the cost of that book.

# English

- The children have already started to use their learning journals to record their writing for English, Science and topic work.
- The children are writing on lines and it would be helpful, when completing writing at home, to do the same.
- Over the past few weeks we will be focusing on finger spaces, capital letters, full stops and keeping letters between the lines.
- The children will learn to distinguish between upper and lower case letters.
- Please encourage your child to practise writing their name and for some children to practice holding a pencil using a tripod grip.
- We follow a writing approach called 'The Write Stuff' which is used across the school. We have guided sentence stacking lessons, experience lessons, independent writing sessions and opportunities for the children to publish their work.
- We will use the lenses on the writing rainbow to support the children's writing.
- We will gradually introduce this approach



<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 
<b>G R A M M A R I S T I C</b>								
Adverbs and adverbial phrases 	Basics 	Complex Sentences 	Dialogue and Contracted Forms 	Purpose 	Paragraphs 	Passive/Active Voice 	Past and Present Tense 	Punctuation 
<b>B O O M T A S T I C</b>								
Onomatopoeia 	Alliteration 	Rhyme 	Repetition 	Simile 	Metaphor 	Pathetic Fallacy 	Pun 	Personification 



 Writing Rainbow

# Maths



- The National Curriculum for maths is taught using the White Rose Scheme.
- Maths tasks are split into three sections - fluency, reasoning and problem solving.
- Fluency tasks contain basic methods of calculations.
- Reasoning tasks are given to enable the children to explain their calculations and methods that they have used.
- Problem Solving tasks are given to enable the children to apply their learning.
- Mastery tasks are also used to give the children the opportunity to develop an understanding of a concept in greater depth.
- The maths topics covered are: Place value (by summer term numbers to 100); Addition and subtraction; shape; length and height; weight and volume; multiplication and division; fractions; position and direction; money and time.
- Please practise forming and recognising numbers correctly.
- It is important for the children to know their number bonds to 10 and 20 by the end of Year 1.

# Homework

- Homework will be set every **Thursday** on *Google Classroom* and is to be completed by the following **Tuesday**. Children should spend around **15/20** minutes on each activity. If you are finding homework becomes a struggle with your child, please let us know.
- Please 'turn in' the work once completed. We can see and will comment on the work uploaded via *Google Classroom*, so there is no need to send paper copies in.
- Online *Mathletics* tasks will be introduced at a later date.
- Topic homework suggestions will be given out via *Google Classroom*. The children can choose and complete two to three tasks every half term. Please take a picture of any tasks they have chosen to complete and upload via *Google Classroom*.
- If your child is unable to access the work set online, please let the class teacher know so that alternative arrangements can be made.

# Topics this Year

Autumn 1	Memory Box
Autumn 2	Bright Lights, Big City
Spring 1	Paws, Claws and Whiskers
Spring 2	Rio De Vida
Summer 1	Enchanted Woodland
Summer 2	Superheroes

## Trips/events

- Teddy Bears Picnic
- 100 Days of Learning day
- We are currently trying to organise an event that is cost effective and purposeful to support our topic 'Bright Lights, Big City'. More details to follow.
- Carnival Day
- Super Hero Day
- Please continue to check your Parent Mail and the newsletter for information on other events.

## Behaviour

- We will continue to use the Behaviour and Learning Ladders along with the Christian Values to promote and celebrate positive learning attitudes and behaviours.
- The children will still receive house points.
- If your child's behaviour is causing us any concern, we will contact you.

## General

- Please ensure that full PE kits are in school every day. Our PE days are on a Wednesday and Friday.
- Please remove jewellery on PE days. Earrings must be removed or taped up.
- Please ensure all items of clothing are named and check this regularly.
- The children are offered fruit during morning playtime.
- Milk- now the children are five, milk is no longer free. If you would like your child to have milk, please contact the office.
- Please send in a named water bottle to school every day.
- Please practise fastening up buttons (we know the top button is tricky!) and zipping up coats, this helps us hugely and encourages independence amongst the children.

## Communication

- You are able to contact your child's class teacher via the class email address:
- Neptune Class: [neptune@stdunstanscheam.co.uk](mailto:neptune@stdunstanscheam.co.uk)
- Mercury Class: [mercury@stdunstanscheam.co.uk](mailto:mercury@stdunstanscheam.co.uk)
- If your message is urgent, please phone the school office.
- If your child brings a note in their reading record, please remind them to bring it to their teacher's attention.



# The end of the day

- The children will line up with their teacher outside
- Children **MUST NOT** be taken until the class teacher dismisses them
- Please continue to be patient with us for the first few weeks at least
- Please ensure you let us or the office know if your child is going home with somebody else. Please email us or leave a note in the reading record.



Many thanks in advance for your support.

By working together, we hope that your child will have a happy and successful journey through year 1.