



Radipole Primary School

An introduction to Year 1



The Team

Teacher:
Mrs Mutch



Teacher:
Mr Bowden



Teacher:
Mrs Hilton
(Monday)



Teaching
Assistant:
Miss Newman



Teaching
Assistant:
Mrs Bury





Topics

Autumn Term:

Stories can take you anywhere

King of the Castle

Science week

A magical journey

The magic of Christmas

Spring Term:

Staying safe

Great Fire of London

The Royal Family & British

Values

Summer Term:

Science week

Weymouth in the past

Creative arts week

Jurassic Coast



Trips and Visits

Tudor House / Portland Castle
SafeWise at Weymouth Fire Station
999 Service Visits
Local area walks
Lorton Meadows nature reserve



Timetable/Routines

Line up at 8:55am when the whistle is blown.

Pick up at 3:10pm.

PE outdoors (whenever possible):
Monday 1M / Tuesday 1B

PE indoors: Friday both classes

Library day on a Friday

Please bring reading books every day.



Interventions

Interventions are additional support given to children where necessary.

They may focus on reading, maths, writing, spelling, handwriting, social and emotional skills or motor skills.

We will inform you if your child is part of a formal on-going intervention.

Some children just need the occasional extra input and support which is done more informally.



Home Learning

There are lots of different opinions about home learning, with parents holding very different views on the form that it should take and amount that should be given!

There are lots of very valuable out-of-school activities that children take part in and it is important that home learning does not inhibit these. If you want to do more, there are lots of books and internet resources you can use.

We will aim for....

1. Regular reading (as much as possible)
2. A half an hour activity such as phonics, maths, Mathematics, topic or handwriting. This will help the children but they will not be in trouble if they don't do it.



Reading

Children change their own reading books once a week (if they have read them and their reading record book is signed). Please write the name of the book, date, plus a comment if you wish.

Children read in guided reading groups in school.

You can sign each day that your child reads, so up to 7 times a week. We encourage children to re-read books for fluency and understanding if they have read their book already.



Writing

To help their writing, children need to:

- Speak correctly and in full sentences – please correct errors in speech such as **I hided, I runned, I drewed a picture, I gone to the cinema.**
- Rehearse what they are going to write by saying it out loud.
- Re-read to check for sense – missed words, incorrect word order, repetition.
- Join ideas using **and**.
- Leave spaces between words – **finger spaces**



Writing

- Punctuate – use capital letters, full stops, question marks and exclamation marks. Use capital letters for names of people, places, days of the week, months of the year.
- form plurals using s and es.
- add the suffixes **ing**, **er**, **ed** and **est** where there is no change to the root word eg **jump**, **cold**.
- Add the prefix **un** to words eg **unlock**.



Early Writing

I wt/wet on v bs wif(v) mI bab

hee cums owt at nit

the mas rund awai n vay fel dan u hul

I lick the jrum

Don't panic!

End of Year 1 expected standard

On a bright sunny day one Mr went to
hornton Medor and we went pond dipping.
I took a lakey sea snail and I took a
mycot to. In the forest I found a
spider, it had ruby long legs and ~~te~~
It felt it was a Daddy long legs.
next we went to where it was
were long grass and we found a
cricket.

End of Year 1 above standard

Once upon a time there was a
~~naughty~~ naughty and stupid boy.
He lived in a sleepy, little village
and his name was Buddy. He
was a shepherd and he looked
after the sheep. One day
Buddy was bored so he shouted
"wolf" "wolf" and the villagers
were angry. They said "you
should not tell lies". The villagers
stomped down the hill. A



Spelling & Phonics

Regular phonetic words:

We encourage children to sound out their spelling attempts using the sounds they are taught.

This works well for words which follow regular patterns, such as t-r-ee, sh-i-p, or ch-i-ck-e-n



Spelling & Phonics

Phonic choices:

Children will be taught choices for sounds with more than one spelling choice, such as the long 'i' (i, ie, igh, i-e, y).

They are praised for using one of the right sounds but ultimately need to remember the correct choice.

For example, a good guess for 'light' may be lit, light, liet or lyt, and children will rely on having seen and read the word light to make the right choice.



Spelling & Phonics

Tricky words:

Unfortunately lots of words don't follow a regular pattern; we call these tricky words, such as ***where, asked and people***

Children just need to practise these and use their memory.

An effective method is Look, Cover, Write, Check



Children are expected to spell:

the 45 Year 1
common exception words

the days of the
week and numerals 1-20

Year 1 Common Exception Words

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	



Handwriting

We teach the cursive style, 'walking' into each letter and writing on the line.

Some children may be encouraged to join their letters later in the year.

a b c d e f g h i j
k l m n o p q r s
t u v w x y z



Phase 3

Sounds

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Tricky Words

we	me
all	are
they	my
her	was
be	you
she	he



Phase 4

Sounds




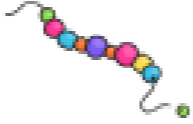









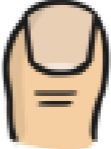






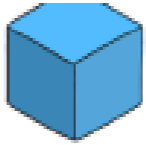
ft gift	nk ink	mp lamp	nd hand	st nest	nt tent	sl sleep	thr thread	sk skunk
pt script	lk milk	lf shelf	lp help	lt belt	sk tusk	sp spade	tw twins	str string
br brush	cr crab	gr grandpa	dr drawing	tr tree	xt text	st starfish	str string	nch bench
fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown	sm small	scr screw	pr printer

Tricky Words

said	have
like	so
do	some
come	little
one	were
there	what
when	out



My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		



Maths

- Count forwards and backwards to 100 from any starting number.
- Say one more and one less.
- Know number bonds (pairs) to 20.
- Find half of a shape or quantity.
- Tell the time using o'clock and half past.
- Know common 2D and 3D shapes.
- Solve word problems.



IEPs

Some children who have significant extra support will have an Individual Education Plan.

This will detail the extra support they have and individual targets for them.

If your child has an IEP we will arrange to speak to you separately about this.



Learning Dinosaurs





Persevere

Tryasaurus Rex

Keep going!

*Stick at things
even when they are tricky.*

Always try your best.





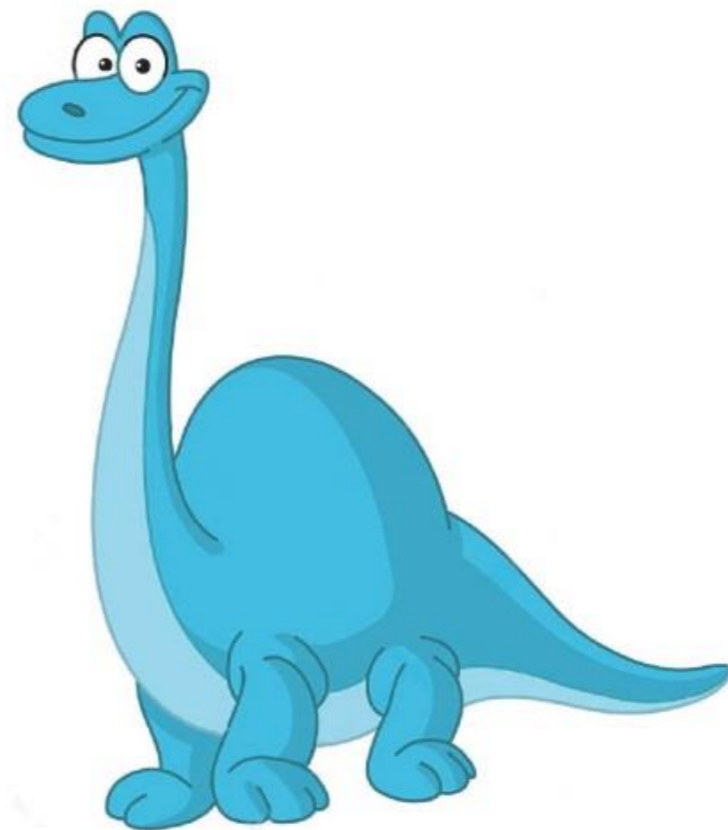
Explore

Explorasaurus

*Ask questions
and be curious!*

Use your imagination.

Use different equipment.





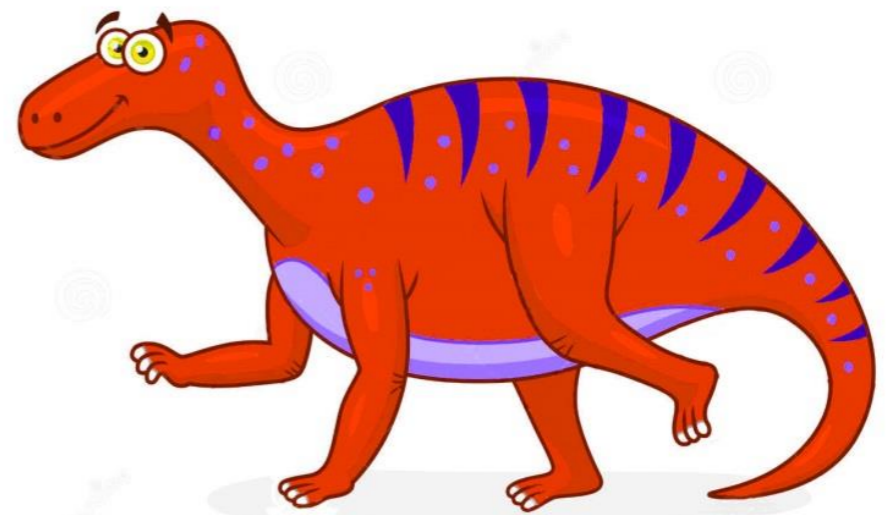
Collaborate

Collabodon

*Work with and
learn from others!*

Be a good team player.

*Work together
to solve problems.*





Care

Careodactyl

*Look after yourself
and others.*

Take care of things.

Stay calm.





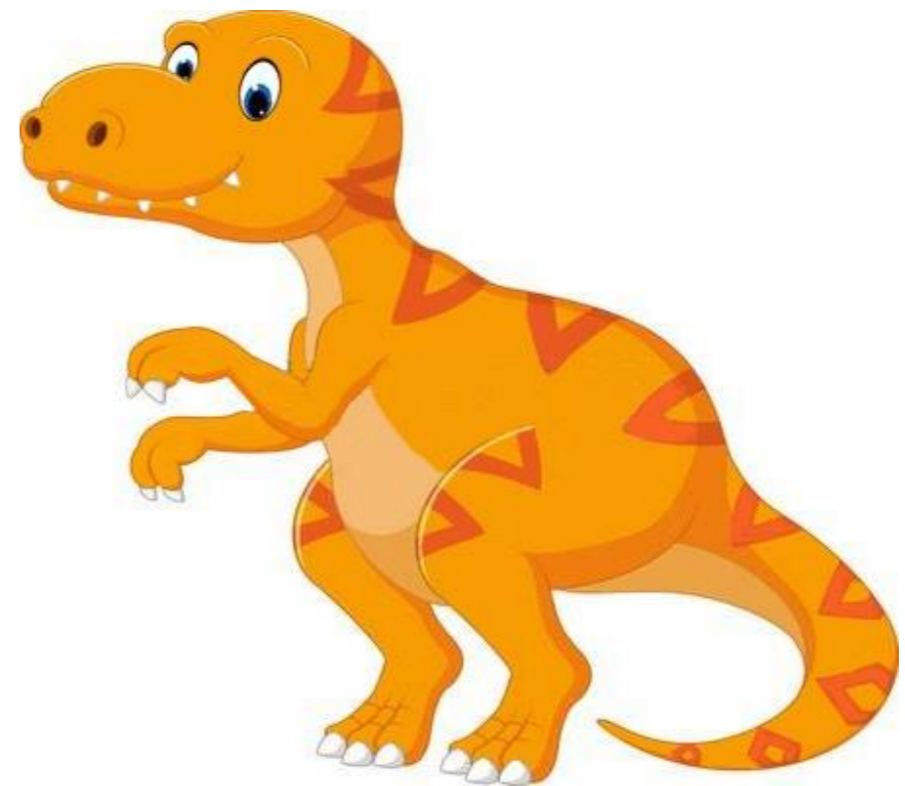
Reflect

Reflectadon

Learn from experience.

Ask 'why?' and 'how?'

Learn from mistakes





Handout

Please refer to the handout
for a reminder of the sounds, words, writing
and maths expected standards
by the end of the year.



Helpers!

If you, or a grandparent etc, are free to help in school on either a weekly basis or with our trips, please see the teachers or write your name on the list by the door.

Thank you



Thank you

Please feel free to drop in after school
with any
concerns you may have.