

Welcome to Year One!



Miss Moulton and Mrs Holland



About Year One

Class Teachers: Miss Moulton: Monday/Tuesday/Wednesday/ Thursday

Mrs Holland: Friday

Teaching Assistants: Mrs Sturgess HLTA, Mrs Crosby LSA

Mrs Evans LSA, Mrs Kirkland LSA

We will also have PE lessons from a Sports Coach through Kitteridge All Sports.

About Year One

- Welcome!
- We are really enjoying getting to know the children- we hope today will enable a partnership between home and school.
- House keeping:
- Water bottle in school daily please.
- Drop off at school gate 0840-0850.
- Pick up outside classroom (15:15), continue to let us know of any changes please! If pick up arrangements change please notify the office.
- Please name everything! Children will keep their jumpers / cardigans in their named drawer. Named pegs will be used for coats, book bags and spare clothes.

Parent Handbook

There is a comprehensive 'Parent Handbook' prepared each year with information about:

- Home and school communication – please read fortnightly newsletter
- Parent consultations (pupil review)
- School meals
- Uniform
- Dropping off and collection arrangements
- Breakfast club
- After school club
- Punctuality and attendance (including holidays in term time)
- It can be found at - [Welcome to All Saints C of E Primary School and Nursery](#)

Transition from Reception

- Morning activity to strengthen fine motor skills and to help settling.
- Choosing dinner options using our class smart board.
- Learning partners to support language development and creativity.
- Delivering the Year One curriculum during transition through play based activities alongside whole class teaching and adult led groups.
- Tiredness.
- We will adapt the timetable to support the children as they become more independent.
- Whole school assemblies

8:40-8.50	Fine motor carousel scissors
8.50- 9	Carpet
9-9.10	English input AD
9:10 – 9:25	Rainbow challenge time
9.20-9.55	Discover and do. Snack time?
9.55-10.20	Class Phonics Phase 4 DS- phase 3 group
10.20-10.35	Break Down duty
10.35-10.50	Whole class reading
10.50-11.10	English input AD Rainbow challenge time
11.10-11.45	Discover and do
11.45-12	Voted story time
12-1.00	Lunch
1.00-1.30	Mindfulness
1.10-1.30	Science AD rotation / short group work
1.30 – 2.10	Provision Adult- readers
2.20-2.40	NCETM
2.45- 3	Assembly
3-3.10	Story time Home Time

Expectations and Behaviour

- We try our best and work hard to show our school values. This term we will focus on skills of resilience.
- Class rewards:
- Stickers
- Merits
- House points
- Shout outs



Phonics and spelling

- We use the Twinkl Phonics Scheme for our daily lessons in class. Of those we've trialled and used, it provides us with the best range of activities, interest and support for your child.
- Daily phonics session – revisiting level 4 with a spelling focus before moving on to level 5.
- New Year One actions linked to sounds taught.
- Rhino readers reading scheme linked to phonics taught that week.
- Please remember to practice phonic sounds daily at home – reading books will be linked to the sounds covered so far.



Twinkl Learner

Learner Login

Username

Password

Forgotten your password? The adult who gave you your login details can reset your password.

Sign In as a Learner

Are you an adult, looking to manage your learners? [Click here to manage learners.](#)

shoe1494 My Learner Dashboard

Web Apps

Phonics My Rhino Readers Library Spelling Maths

shoe1494 The Treehouse

1 2 3 4 5 6

Focus on Week 1

Zoom! Crack the Asteroids Spaceship Wash Spaceship Spin

Make Jay's Spaceship Minibooks Volcanoes Slime Spelling

Segmenting Stones

Reading

- Reading every day at school – either for pleasure, as a whole class or one-to one.
- Developing a love of reading. Reading pets.
- Reading strategies we will use.
- Rhino reader reading books will be changed weekly. Our expectation is children will read these 95% fluently. This will improve fluency and understanding.
- Rhino readers: mini books weekly. E books. Baseline reading assessment.
- Whole class to build fluent, confident readers who understand what they are reading.

Reading Strategies

Sharp Eye

Look at the pictures.



Hop, Skip and Jump

Read to the end and come back.



Mouse the Mouth

Say the first sound.



Try on the Fly!

Try a word that makes sense.



Sound Talk It

Say each sound.



Slide the Snake

Blend the sounds together.



Chunky Monkey

Look for chunks.



Tommy Tracker

Point to each word as you read.



Don't Forget

Use your memory. Where have you seen the word before?



Flippy Dolphin

Flip the vowel from short to long.



Before Reading

Say the sounds.

If your child needs help, point to the picture and read the word to them.

ay pry	ea leaf	ie tie	oy boy
ng ring	sh sheep	th fisher	th moth
ai snail	oa boat	igh knight	oo moon
or horn	ar star	ear ear	ow clown
		er pepper	

Read the focus words.

The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

toy	yay	each
play	clay	cried
reading	speedboat	modelling

Read the common exception words.

Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

oh	want	their
Mr	would	could

Level 5a First Steps books focus on the first few sounds learned in Level 5, as well as reviewing sounds from Level 5.

Reading books

- Please ensure reading books are in school every day.
- Flexibility to change books more regularly through the week once we have settled into routines.
- Should be reading at home to an adult **at least three times a week, but daily if possible!** Developing an understanding of what has been read.
- Please note in the Reading Record book when your child has read. Please don't keep water bottles in book bags!



Home learning

- Tasks will be set on Google Classroom with instructions. Paper copies of the tasks will be placed in the homework book.
- Initially phonics task, mini book and e book.

This week, we have been learning about words that end with adjacent consonants.



Level 4

Top Tips

When two or more consonants next to each other in a word each make their own sound, we call them 'adjacent consonants', e.g. 'lk' in milk, 'st' in nest and 'mp' in chimp.

Children need practice in hearing, segmenting and blending words containing adjacent consonants so they can learn to read and write them fluently.

(n.b. Digraphs, like the 'ch' in chimp, are not called adjacent consonants in phonics because the 'c' and the 'h' go together to make one sound.)

Word List

Read these words.

milk	nest	damp	toast	soft
belt	bulb	shelf	film	next

Can you add sound buttons to each word?

We have been learning to read the common exception words **said** and **so**.
We have been learning to spell the tricky words **he**, **be**, **we**, **she** and **me**.

he we me be she



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Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)



CVCC Words



Level 4

Choose the correct adjacent consonants to spell the words.

lk mp st nd xt lb lt lf

- | | |
|--|---|
| 1.  la _____ | 5.  mi _____ |
| 2.  be _____ | 6.  wi _____ |
| 3.  toa _____ | 7.  te _____ |
| 4.  bu _____ | 8.  go _____ |

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la _____



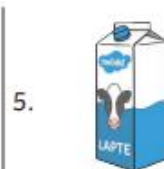
be _____



toa _____



bu _____



mi _____



wi _____



te _____



go _____

PE

Tuesday - PE with class teacher

Thursday- PE with a sports coach



Indoor kit - blue shorts, blue t-shirt (bare feet)
(verruca socks if necessary please)

Outdoor Kit - blue shorts, blue t-shirt, trainers, socks,
+ **tracksuit/vest.**

Attend school in PE Kit. Hair tied back, no earrings.

Please send in to hang on your child's peg a set of spare clothes in case of accidents.

Keeping in touch

- We look forward to working with you in partnership this year.
- To get in touch:
- At the classroom door at the end of the day.
- admin@allsaints.herts.sch.uk
- Telephone 01279 836006 – Ms May/Ms Harris or Miss Kimberley will let us know to get in touch or pass on the message

Thank you for coming!

