



Welcome to  
Year One



# The Year 1 Team

## Class Teachers:

(1K) Mrs Kwaja & Mrs Karadia  
(Year Leader and Phase Leader)

(1D) Mrs Doughty

(1M) Mrs Mathur

## Teaching Assistants:

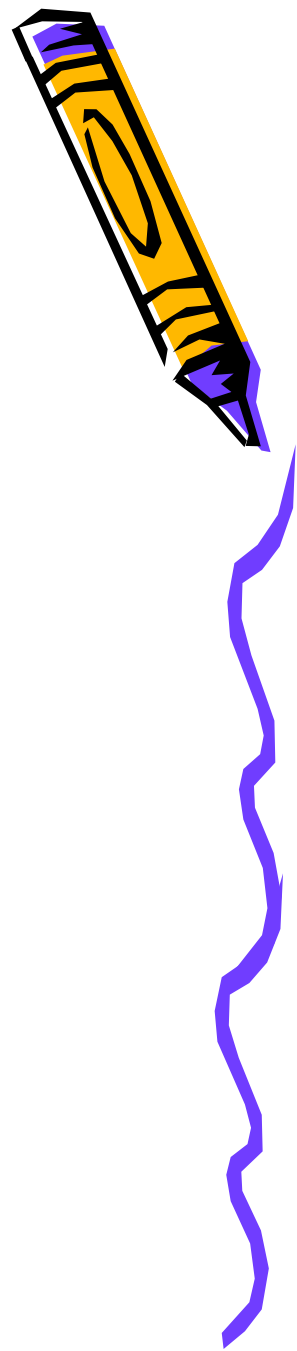
Mrs Gill

Mrs Sivakanthan

Mrs Hameed

## Additional support:

Mrs Holgate



# Our Topics

Autumn 1: Home Sweet Home (Crew - Victorian homes)

Autumn 2: Bright Sparks!

Spring 1: Let's Play! (Crew - Toys long ago)

Spring 2: How does your garden grow?

Summer 1: Africa is not a country (Ranger Stu & Zoo trip)

Summer 2: Oh I do like to be beside the seaside

- Thematic/Topic approach
- Sometimes at the end of a topic we will have a themed dress up day.

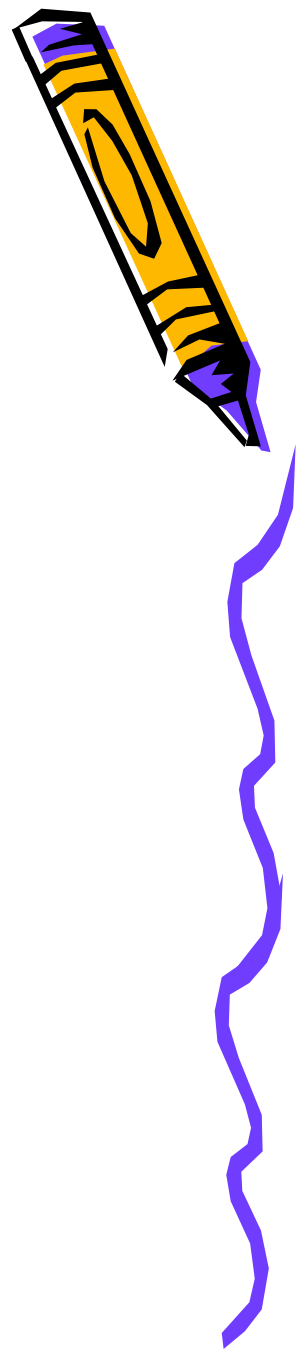


# Transition

- This happens during Autumn 1
- It is still linked to EYFS and some activities are still play based. Activities will still be practical and we will be gathering evidence in a variety of ways.
- A busy day starting with a morning task. Rest of the day can be a mixture of :
  - whole class
  - guided/group tasks
  - independent tasks and 1:1.
- Discreet lessons (e.g. geography, but still a cross curricular approach
- Children will start being assessed in accordance to the **End of Year One Expectations**

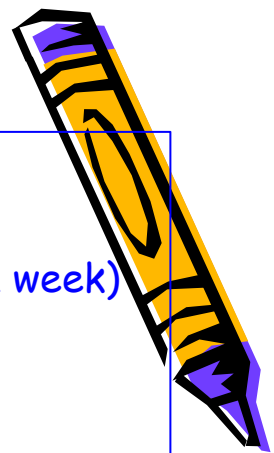


# A day in Year 1





# Reading at home



Reading 10 mins daily along with a adult comment where appropriate.

- x 1 'Little Wandle' Reading Practice' book (Friday to Monday)
- x 1 or 2 'Colour band book' (Daily but children change books independently twice a week)
  - A book borrowed from the school library (1K - Mon and 1D/1M - Fri)
  - Little Wandle weekly Phonics sheet (revision of sounds taught at school)

Focus on **decoding**, **fluency**, **expression** and comprehension.

- We will hear your child read 3 times a week. Records will be kept at school but you won't always see a comment in their reading record. This will not be on a set day so please keep their **reading books and reading records in their book bags every day.**
- Children's reading will be assessed on a regular basis (informally and formally), and their progress will be determined by **both** their fluency **and** comprehension skills in a range of genres.
- Recommended Reading lists can be found on the Y1 page of the school website

| DAY               | BOOK TO READ                | ORGANISATION              |
|-------------------|-----------------------------|---------------------------|
| Monday            | colour band books           | return Little Wandle book |
| Tuesday           | colour band books           | change colour band books  |
| Wednesday         | colour band books           |                           |
| Thursday          | colour band books           | change colour band books  |
| Friday            | Little Wandle practice book |                           |
| Saturday & Sunday | Little Wandle practice book |                           |





**Little Wandle - Letters and Sounds  
Year 1 Phonics Home Learning**



**Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1**  
Focus - Review Phase 3 phonemes

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 focusing on this week in school -**

|    |    |     |     |
|----|----|-----|-----|
| ai | ee | igh | oa  |
| oo | ar | or  | ur  |
| oo | ow | oi  | ear |

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

|      |      |       |      |
|------|------|-------|------|
| tail | feel | right | road |
| food | bar  | born  | surf |
| down | join | near  | soap |

**We will be reading and writing sentences.** Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

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 |    |

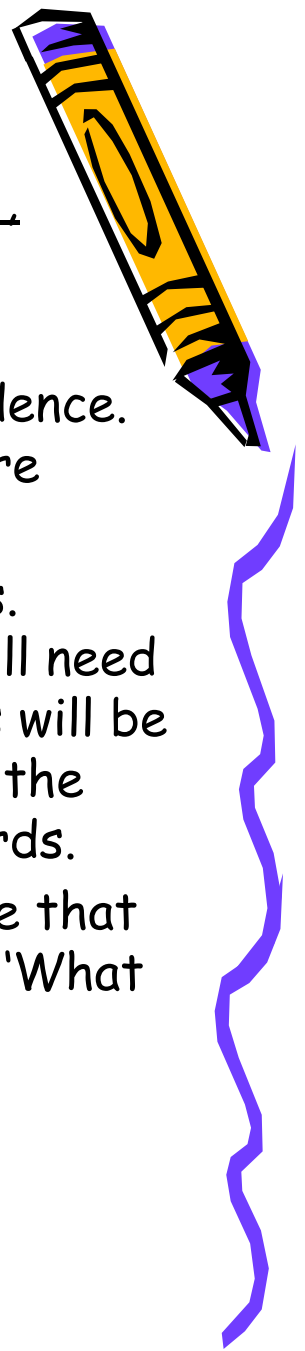
**We will be spelling words.** Can you write these words? Can you use the correct phonemes?

|       |      |      |      |
|-------|------|------|------|
| right | hard | took | hear |
|-------|------|------|------|

This sheet like this will come home in your child's shared reading folder each Friday. It informs you of the phonic sounds we have covered this week. This sheet provides as a useful document to practise from. You may remove this sheet each week and keep at home for reference.

# Home Learning

- Your child will be set tasks on a Thursday, via Google Classroom, which need to be completed by the following Tuesday.
- Please print sheet, complete then upload a photo.
- Please encourage children to complete tasks with some independence. Gentle release of support. Setting them off alone. Scribe where appropriate.
- Spellings: Children will receive the 45 Common Exception Words. Common exception words : These are words that the children will need to be able to read AND spell by the end of year 1. The Spellings will be checked within their writing during English lessons as well as at the end of each half term. They can be found in their reading records.
- 'Talk 4 Writing' - a crucial speaking task to develop rich language that children can incorporate into their writing. 'What can you see?' 'What do you think?' etc... If a child can't speak it, they can't write it!



# Writing/Spelling at home

Provide a place for your child to write.

Read, read, read.

Provide authentic writing opportunities for your child.

Be a writing role model.

Start a vocabulary notebook.

Focus on one or two words you feel they could spell correctly  
Allow for alternative phonic sounds to be used e.g. pain - payn

## Handwriting - 'Letterjoin'

- Handwriting lead in
- Please follow our lead so that children do not get into bad habits
- At the end of every half term, we will send home a list of letters that have been taught in school.





# Home Learning

Year 1

Autumn 1

## Every week...

- Reading every day - Parents to sign/record comment in reading record
- Phonics- sent home on paper in their coloured folder (no need to return to school)
- Maths /English/Wider curriculum task - set weekly on Google Classroom

## Key Skills to work on over the next 6 weeks...



Choose 15 words from the Year 1 Common Exception Word list to practice reading AND spelling



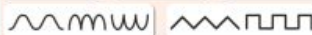
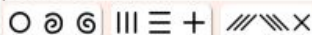
### Maths Facts

Learn all the pairs of numbers that add to make 10 e.g.  
 $10+0$ ,  $9+1$ ,  $8+2$ ,  $7+3$ ,  $6+4$ ,  $5+5$ ,  $4+6$ ,  $3+7$ ,  $2+8$ ,  $1+9$  and  $0=10$

Letter-join

### Handwriting

Practice the following handwriting patterns



### Science - The 5 senses

Do a food quiz with adult supervision

You will need wear a blindfold.

Ask an adult to select a food for you to explore whilst blindfolded. Can you guess what it is by smelling, touching and finally tasting?

## If you are seeking additional tasks, try these . . .

- Find out about Autumn
- Find out about animals that hibernate and make a hibernating den!
- Autumn leaf rubbings
- Find and read rhyming stories or poems. Pick out the rhyming pairs.
- Cooking with seasonal fruits and vegetables
- Make a list of all the technology you have in your home.

Once you have completed any of these activities, send it to your teacher on Google Classroom or bring it in to show them and the rest of your class. Merits may be awarded for excellent effort.

# Half Termly Home Learning Menu



# Knowledge organisers - how to use them

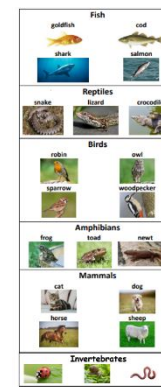
A knowledge organiser (KO) contains set of key facts, knowledge and information that pupils need to know and be able to recall in order to 'master' a unit or topic. It can include key facts and vocabulary.

The aim is to regularly, over the course of the term, use these Knowledge Organisers to rote learn and memorise key knowledge, which will give your child a better understanding of their learning. These will be readily available in the classrooms for the children to refer to, be used by teachers or support staff to pre-teach and recap key learning.

Children use these regularly in lessons and is important they continue to use these to support learning at home. In order for you to be able to support your child at home, these Knowledge Organisers will be available on our school website for you to access, so that you can familiarise yourself with and use how you wish to support their learning, in line with what's being taught in school.







## Parent tips to support your child:

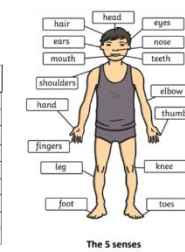
- Read through the Knowledge Organiser with your child - if you don't understand the content then ask them to explain it to you - 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Create quizzes and quizzing each other
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more to support them in remembering more



Animals including humans

| Key vocabulary |           |              |           |
|----------------|-----------|--------------|-----------|
| limb           | hoar      | vertebrate   | flipper   |
| skeleton       | omivore   | invertebrate | hairs     |
| head           | carnivore | warm blooded | skin      |
| body           | herbivore | cold blooded | fur       |
| joint          | amphibian | classify     | scutes    |
| touch          | fish      | claw         | wings     |
| sight          | reptile   | hoof         | beak      |
| small          | bird      | paw          | gills     |
| teats          | mammal    | fin          | tentacles |

|  |   |   |
|--|---|---|
| <b>Carnivores</b><br>These are animals that eat other animals.           |  |  |
| <b>Herbivores</b><br>These are animals that only eat plants.             |  |  |
| <b>Omnivores</b><br>These are animals that eat plants and other animals. |  |  |

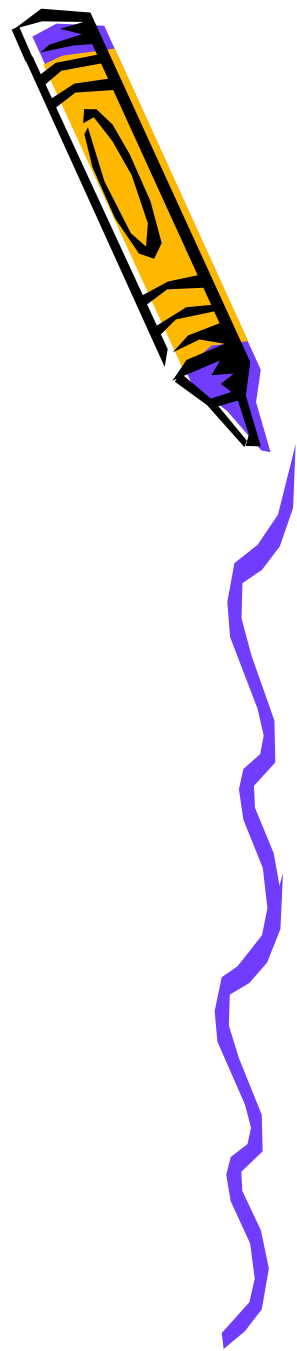


The 5 senses

| Sense | Part of the body it is linked to |
|-------|----------------------------------|
| touch | fingers, hands, feet etc         |
| sight | eyes                             |
| smell | nose                             |
| taste | tongue                           |
| hear  | ears                             |

# Assessment - End of Year Expectations

- Children are assessed against the expectations in
  - Reading
  - Phonics
  - Writing
  - Maths
  - Science
- Found on school website
- Other subjects are teacher assessed.
- Children are assessed individually against each expectation using
  - Below
  - Just Below
  - Expected
  - Greater Depth



# End of Year Expectations (EOYE)



## Maths

- Count, read and write numbers from 1 to 20 in numerals and words.
- Count forwards to 100 from any given number.
- Count backwards from any given number to 100.
- Count, read and write numerals to 100.
- Count in multiples of 2s, 5s and 10s.
- Say the number one more or one less than a number to 100.
- Recall pairs of number bonds/ fact families to 20, addition and subtraction.
- Add and subtract one- and two-digit numbers to 20 including 0.
- Know the signs (+), (-) and (=).
- Solve a missing number problem (e.g.  $5 + ? = 8$ ).
- Solve a one-step problem using addition and subtraction using concrete objects and pictures.
- Solve a one-step problem using multiplication and division using concrete objects and pictures.
- Recognise, find and name half and a quarter of an object, shape or quantity.
- Recognise and know the value of different coins and notes.
- Compare, describe and solve practical problems for length, height, weight and capacity.
- Measure and begin to record length, height, weight, capacity and time.
- Sequence events in chronological order using language and can name the days of the week and months of the year.
- Can tell and record the time to o'clock and half past the hour.
- Can recognise and name simple 2D and 3D shapes.
- Describe position, direction and movement (e.g. right, left, clockwise, anti-clockwise etc.).
- Can read and create a simple pictogram or block graph to answer a question.

## English - Writing

- Sit and hold a writing implement correctly, whilst sitting correctly at a table.
- Leave spaces between words in their writing.
- Write the capital and lower-case form of each letter starting and finishing in the right place.
- Correct formation of digits 0-9.
- Write number words 1- 20 as well as multiples of 10 (30, 40, 50 etc)
- Write simple sentences dictated by an adult including phonics and tricky words taught so far
- Use capital letters for names, days of the week and places, including the personal pronoun 'I'
- Most sentences are punctuated with capital letters and full stops
- Begin to punctuate sentences with question marks and exclamation marks
- Begin to use commas in some expanded noun phrases
- Use "and" to join words, ideas and clauses
- Compose an oral sentence before writing it and re-read aloud after writing to check it
- Recognise simple tense I went to the... The... the, because, etc.)
- Spell common exception words or tricky words
- Spell words by applying the 44 phonemes
- Use suffixes (- ing, - ed, - er, - est) and prefixes
- Correctly spell the days of the week and months of the year
- Write sequenced sentences to write about a topic

## English - Reading

- Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable.
- Read accurately unfamiliar words by blending the phonemes which have been taught.
- Read the common exception words (tricky words) up to including phase 5.
- Read words with common endings (s/es/ing/ed/er/est) and contractions.
- Read aloud books that are consistent with their developing phonic knowledge
- Show greater fluency and confidence when re-reading a text
- Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems
- Make links between what they read or hear read and their own experiences
- Make predictions and inferences on the basis of what has been read, said and done by different characters
- Check what they read makes sense and reread to correct where appropriate
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

## Glossary

**Across 100:** E.g 97, 98, 99, 100, 101, 102...

**Blending the phonemes:** Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

**Inferences:** Conclusions reached by the child based on their reasoning and from the evidence from the text.

**Pairs of number bonds to 20:** E.g  $12 + 8$ ,  $11 + 9$ ,  $13 + 7$ .

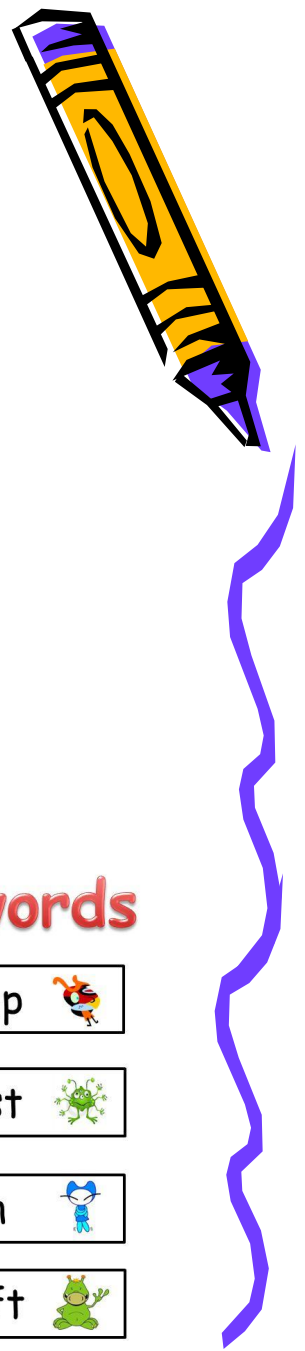
**Phase 5:** Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

**Phonemes:** The shortest unit of sound, e.g 's' in 'sat'.



# Phonics Screening

- This will occur in June (Summer 2)
- It will focus on children's blending skills
- Real AND nonsense words
- You will receive more information on this in the new year.



## Examples of words

day

snemp



slide

blurst



newt

spron

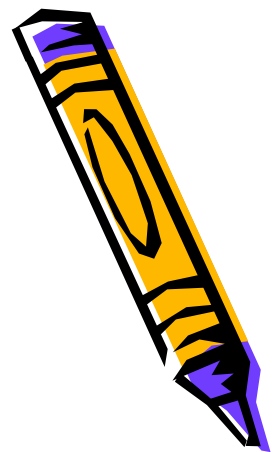


phone

stroft



# Attendance and punctuality



Please send an email if your child is going to be absent or has a medical appointment etc.

Soft start begins from 8.30am.

Gates shut promptly at 8.45am

Children will need to go to the medical room if arriving after 8.45am.



# Uniform

- Please label **all** uniform clearly. Biro fades quickly so please use either a permanent marker or a name sticker.
- Children in year 1 are now expected to wear a white button through school shirt (not a polo shirt)
- Shoulder length hair **must** be tied back at all times.
- Hair bands must be **plain** and school uniform colours.
- Please ensure your child has a named coat with them every day.
- No smart watches which connect to a mobile phone device e.g. have access to any messaging /internet services



## PE kit

- P.E days are Tuesday and Thursday. Please send your child in to school wearing their kit on these days. Please only wear trainers with laces if your child knows how to tie them

## Water Bottles

- Children need to have a labelled water bottle in class every day. To avoid spillages and soaked book bags, flip top lids are best.

**It is important that this bottle only has drinking water in it.**

## Breakfast

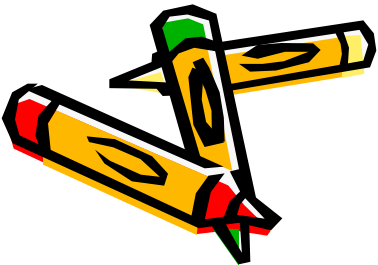
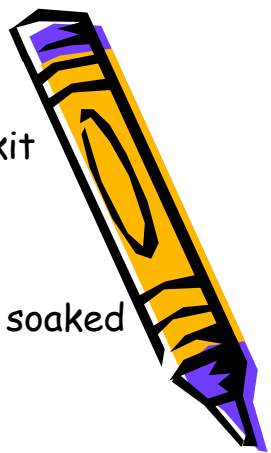
- Please ensure your child eats a healthy breakfast before they arrive at school. This is really important for your child concentration during morning lessons.

## Morning Snack

- Children are provided with a small snack during the morning. Please do not send in your own. Milk can be ordered if you wish but please make sure your child wants it. A payment is required in Year 1.

## Lunch

- Please look at the menu in advance and talk about their choices. This avoids tears and upset when faced with a meal option they were not expecting. If you want a school packed lunch/jacket potato, please order these in advance at home as these cannot be ordered on the day. Ensure your child understands the meal choice you have selected for them and ensure that they like that meal choice. Also update any allergies/religious reasons for food choices.



# Behaviour and merits

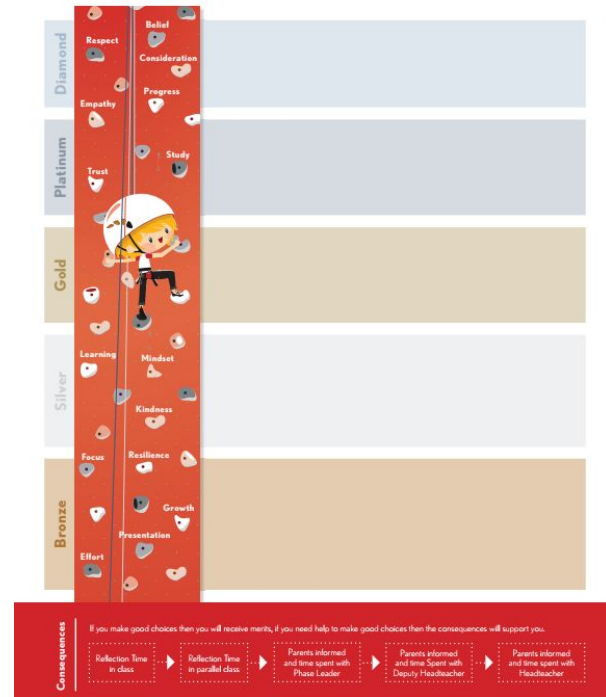
Behaviour expectations are set within the class and discussed with the children.

- ❖ "Merits and Commendations" are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning.
- ❖ Each week there will be an achievement assembly where children can receive a certificate.
- ❖ Other rewards can include - verbal praise, stickers, table points, extra play, golden time
- ❖ Undesirable behaviour which leads to a child being spoken to and/or being warned must be recorded within a logging system. There are phase consequence as outlined in our school policy
- ❖ Parents will be informed of behaviour incidents which have gone beyond a warning
- ❖ Consequences - missed golden time, playtime, time out of class with a member of leadership team, behaviour log for sanctions.



## Merits and Commendations

You can gain merits and commendations through  
**Teamwork, Citizenship and Learning**



### Layers of rewards:

- Bronze - Class Teacher - 10 merits
- Silver - Year Group Leader - 15 merits
- **Gold** - Phase Leader - 20 merits
- Platinum - Deputy Head - 28 merits
- Diamond - Deputy Head - 32 merits
- Medal - Head teacher

# Safeguarding

**Safeguarding children is everyone's responsibility.** Everyone who comes into contact with children has a role to play to ensure that the child's welfare is a priority.

Any information or concerns have to be shared confidentially with our

**Safeguarding Lead - Mrs Bhudia**

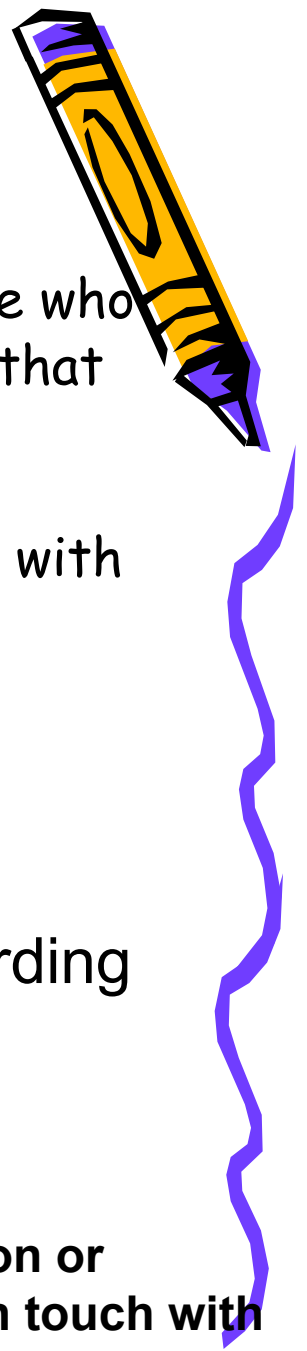
**The Deputy Safeguarding Lead - Mrs Dwyer**

**Designated Safeguarding Teacher - Mrs White**

For further information on this please read our safeguarding policy on our school website.



**If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.**



# Collection/dismissal

- Please bear with us as we learn faces of family members
- Please stay behind the red fence
- Conversations are not possible until children have been dismissed - safety first!
- Collecting other children -update permission with office. Children will not be dismissed to adults if teachers are not aware of changes have been made to normal collection arrangements
- Emails to be sent previous day to the **year group email** or by 8.30am otherwise last minute changes must be communicated via medical room/attendance email.
- It can be upsetting for a child if we do not have permission for a different person collecting and then have to wait while confirmation happens. This is also the case with ASC/other clubs. Please update authorised adults on Arbor.



# Official channels of communication



The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our "official" channels of communication:

- Grimsdyke Newsletter(Fortnightly)
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

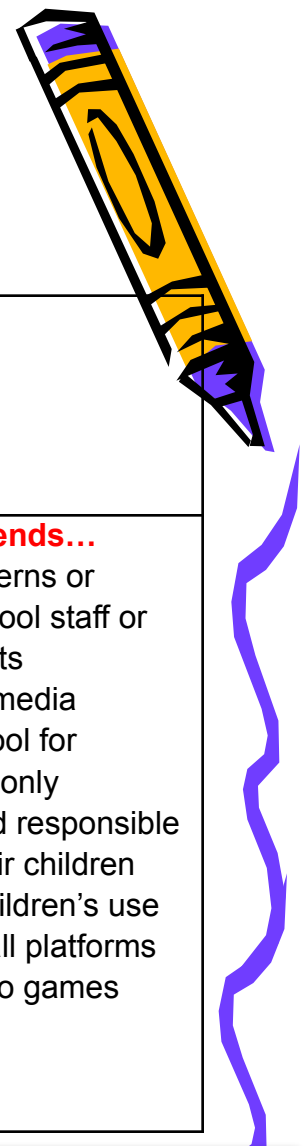
A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email - [office@grimsdyke.harrow.sch.uk](mailto:office@grimsdyke.harrow.sch.uk) can be used if you have any further questions. Newsletters are sent via email but will also be available on the school website.



[year1@grimsdyke.harrow.sch.uk](mailto:year1@grimsdyke.harrow.sch.uk)





## Online and social media communication @ Grimsdyke School

### School will...

- Put all essential information for parents onto our website
- Send regular communication to the email address parents share with us
- Use the school Twitter account to share additional information
- Use text alerts to parents where there is something important to share
- Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

### School does not...

- Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
- Share information or monitor communication via these platforms
- Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
- Allow images or content from school to be used in private social media accounts

### School recommends...

- Parents share any concerns or queries directly with school staff or via school email accounts
- Parents use any social media accounts related to school for networking and support only
- Parents model good and responsible social media use for their children
- Parents monitor their children's use of social media across all platforms including those related to games they might play online

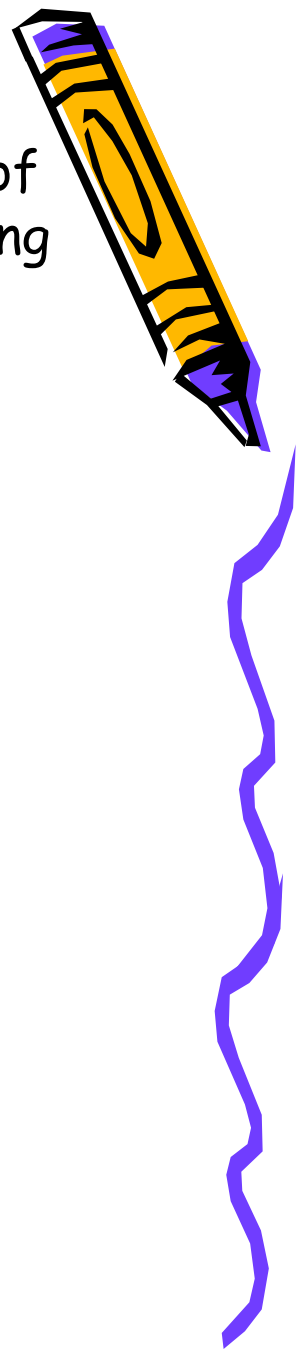
Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

PLEASE REMEMBER THAT SOCIAL MEDIA GROUPS SUCH AS 'WHATSAPP' SHOULD NOT BE USED TO DISCUSS OTHER CHILDREN. EVEN GOOD INTENTIONS CAN RAISE PRIVACY CONCERNS AND COULD BE HURTFUL OR MISINTERPRETED.

# Contribution

We are still on the hunt for contributions. If you have any of the below that you would like to donate to Year 1 please bring in with your child:

- Lego/Duplo
- Puppets
- Toy sets
- Fidget toys
- Construction
- Small world animals/people/dinosaurs
- Puzzles/Jigsaws
- Board Games
- Doll house
- Characters/figures
- Role Play toys - kitchen, food, dressing up etc.
- Wooden toys



Thank you very much for  
your time.

