



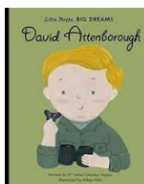
Welcome to Year 1



2026-2027

Meet the team ...

Mrs Castle



Miss McIntyre



Miss Mee



Our TA's ...

Miss Parfremment



Mrs Wilson



Butlers Hill Infant and Nursery School

School Motto: Dream Big, Aim High

Core Values: We are Caring
We are Confident
We are Creative



A few of the basics ...

Thursday:

Reading Diaries taken in to record weekly reading activity at home

- those children who have read 4 times a week will be put into the weekly reading draw for a prize. Please note only school reading books are counted.

Wednesday:

Homework to be handed in to be marked

Friday:

Homework sent home

Guided Reading book to go home to practice over the following week - Please ensure it remains in their book bags so we can rotate these books for the following week.

P.E - Children to come into school in PE kit on their class allocated days
(twice a week - PE uniform, white t-shirt and plain dark joggers / leggings.



Purpose of Meeting:

Year 1 curriculum expectations:

- Attendance
- Reading books
- Phonics - Year 1 Screening
- Writing Curriculum
- Spellings / Keywords / Handwriting
- Maths Curriculum
- Homework



Attendance / Punctuality

- Target is 96%+
- Any child falling below 95% will receive a letter of concern noting their child will be monitored (Autumn 1) on a 6 weekly basis. If improvements have been made (and absences are clearly documented and authorised), then the monitoring period ends.

If no improvements are made, you will be asked to attend a panel meeting where we discuss how best to move forward to improve attendance. This could involve a referral to the Early Help Unit.

School has a duty of care to monitor attendance and if your child had poor attendance in the previous year we will continue to monitor for the first half term.

All holidays are unauthorised unless really exceptional circumstances and we follow the Notts. C.C for penalty notices. A holiday form must still be completed.

Lessons are sequenced and a few days off could mean a unit of missed work.

Reading curriculum states:

Two dimensions for reading;

1. Word reading (de-coding)
2. Comprehension

'Skilled word reading involves both the speedy working out of the pronunciation of **unfamiliar** printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the words of spoken words. This is why phonics should be emphasised in the early teaching of reading.. Pupils should be taught to read fluently and be encouraged to read for pleasure ...**schools should also set ambitious expectations for reading at home.**'



Phonics and Reading

How phonics is taught in school?



<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>



Phase 5 | Well Played, Saffron!

Phase 5, Oxford Level 6

ay,ou,ie,ea

Children will have a reading book based on their phonic knowledge and the phase they are learning in daily lessons.

Books home: This will be the book the child has read as part of a Guided Reading session that week (generally Friday) and we ask for books to be back in their book bags by the following Thursday to redistribute books for following session. Therefore, children will have one book per week for them to read 4 times at home to become familiar and fluent in that text.

End of Year 1 Expectation: Set 15



Phoneme Mats – used for reading and writing phonic based words.

Foundation Stage Expectations

ELS Essential Letters and Sounds

PHASE 2

s	a	t	p
i	n	m	d
g	o	c	k
ck	e	u	r
ss	h	b	f
l	ff	ll	

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ELS Essential Letters and Sounds

PHASE 3

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

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ELS Essential Letters and Sounds

PHASE 5

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

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Phonics Screening - June 2027

- Every child will be required to undertake the phonic screening assessment - statutory requirement.
- Class teacher carries out assessment and parents will be notified of a pass or fail when they receive their child's report.
- Pass mark is unknown until we have handed data in. Usually 32 out of 40 as a rule.
- If this is not achieved they will be re-assessed at the same time in Year 2.
- Assessment consists of real words and 'monster' words to assess the child's ability to blend unknown words.

Example of monster words:



Strom



Quairds



Jound



Year 1 Writing Checklist

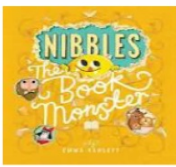
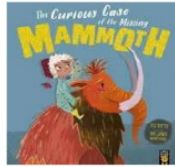
My Writing Journey

In Year 1 we will learn to ... 			
	Say it out loud		
	Write recognisable letters	a b c	
	Write simple phrase	on a log	
	Leave some spaces between my words		
	Write a simple sentence	I can see a shell.	
	Begin to use capital letters to start my sentences	ABC	
	Use capital letters my name and the personal pronoun for 'I'	Tom I	
	Begin to use full stops	●	
	I can use 'and' to join words and phrases	©	

	I can use some plurals with -s	-s	
	I can use some plurals with -es	-es	
	I can add -ed to change to a root word (jumped)	-ed	
	I can add -ing to a root word (jumping)	-ing	
	I can write a comparative verb - longest / er	-est -er	
	I can write a short, sequenced narrative and read it aloud for my friends and my teachers.	 	
SP		10 CEW	
		15 CEW	
		30 CEW	
		40+ CEW	
SP	Phase 3 - I can use some phase 3 on my own	Ph 3	
SP	Phase 5 - I can use some phase 5 on my own	Ph 5	
When I have achieved this, I will begin to check and edit my work independently and start to include ready for my move into year 2:			
© but so or			
© because			
NF a big red bus			



Year 1 - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:						
Core text: Read other texts by same author / theme during story.						
Author	Lost and Found by Oliver Jeffers	Nibbles the Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie,	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck	Goldilocks and Just the One Bear by Leigh Hodgkinson
Film link:	Lost and Found Short Film		You Tube – The Lion inside song/animation		Clips of plastic in the oceans and effects on marine life / links to oceans	Animated versions of the traditional story

Topics are mainly based around geography & history content



Butlers Hill Infant and Nursery School - Long Term Plan - Year 1

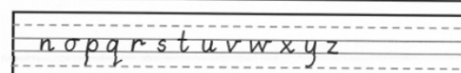
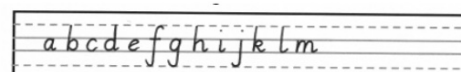
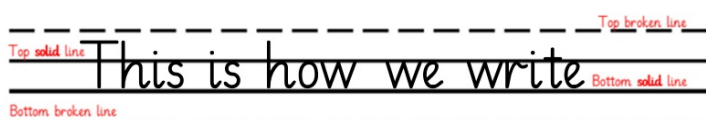


Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	School Aims		School Values		British Values	
	We are caring. We are confident. We are creative.		We are resilient. We are respectful. We are responsible.			
Topic:	Where do I live? I am a Town Planner 	Who was Scott of the Antarctic? I am an Explorer 	Where is Africa? I am a Geographer 	What was it like in the past? I am an Historian 	What is a Thalassophile? I am a Marine Biologist 	What happened to Goldilocks? I am a storyteller
Immersing / Role Play	Lost and Found Office linked to English Text	Arctic/Antarctic scene	African Market African Art (African Artists)	Air raid shelter	Underwater Safari Art Day	Fairy tale setting

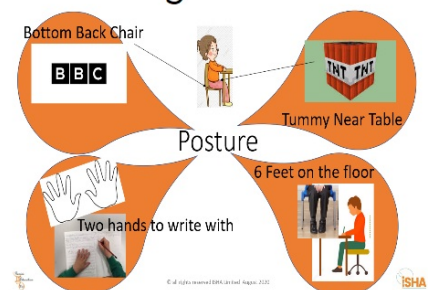
Handwriting - supports fluency, composition and early reading.



Writing books have these lines to support the handwriting programme in school.

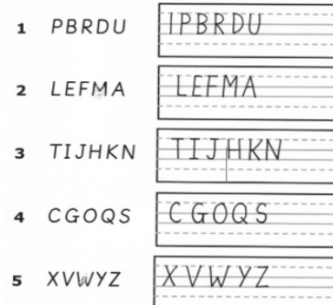
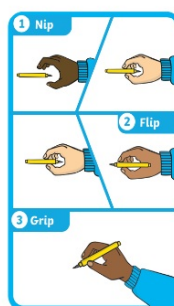


Be ready to write!



Pencil Grip

- Check 1 – Back in its bed
- Check 2 – 3 points of contact
- Check 3 – Wiggle little finger and finger next to it.
- Check 4 – 1 cm showing
- Safety Checks!



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ISHA

Spellings / Keywords:



All children will be sent home the Year 1 Statutory Common Exception Words (referred to as CEW) as well as the ELS Harder to Read and Spell words (referred to as HRS).

We ask that parents work on these throughout the year as a spelling homework.

We will send home 'chunks' of these words that will be tested at the end of each half term, over the year (you will receive the full list for the year).

This will build up their knowledge over the half term to fully embed them, rather than weekly spellings of these words.

During phonics children will be taught spellings of focussed phoneme of the day.



Name

Year 1 Common Exception Word

Spelling Journey



Spring 1		Spring 1 - HRS	
was	friend	Monday	two
there	school	Tuesday	when
ask	house	Wednesday	her
love	our	Thursday	have
come	here	Friday	out
some	were	Saturday	all
one	where	Sunday	ball
once			tall

Year 1 - Spellings Overview

CEW (4-5) / HRS / Days of the Week



Autumn 1		Autumn 2	
the	he	has	you
a	me	by	your
do	she	my	they
to	we	put	today
is	no	push	of
his	go	pull	said
I	so	full	says
be			are

Summer 1 - HRS		Summer 2 - HRS	
children	buses	should	who
oh	what	would	whole
Mr	little	could	their
Mrs	into	sugar	please
mouse	any	because	very
water	many	people	again
like		want	

Guidance:

✓ Practice reading and spelling each half term spellings as advised. As an additional challenge put each word into a sentence using a capital letter and full stop.

✓ It is important to secure the current half term's spellings before moving on – Children will be tested during week 6 of each half term and you will see which words to continue to focus on.

Year 1 Maths



80% of primary schools use White Rose Maths for its mastery approach



Why White Rose Mastery approach?

White Rose Maths mastery is about helping whole classes grasp maths lessons. All children in your class should progress at a similar pace, and no one should be allowed to fall behind. You can give extra support to the children who need it to help them keep up, not catch up. As for high attaining pupils, rather than letting them move on to new topics while others continue coming to grips with the lesson at hand, give them the chance to consolidate and deepen their understanding with more challenging tasks and activities within the same learning objective.

(Mastering the Curriculum July 2020)

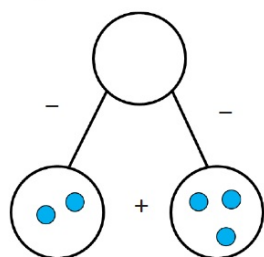


Example of Units

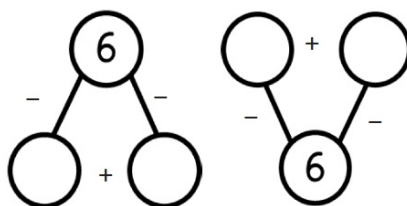
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW				Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW				
Summer term	Number Multiplication and division VIEW			Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW			Consolidation	

Example of White Rose Approach to +/- in the Autumn Term - within 10

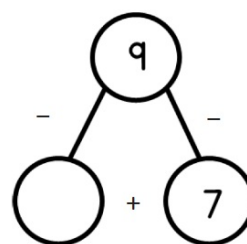
Draw circles to complete the part-whole model.



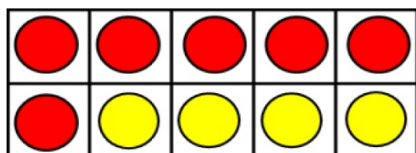
Complete the part-whole models.
Find two different ways.



Complete the part-whole model.



Complete the number sentence.



$$10 = 6 + \square$$

Y1 Maths: I Can Checklist

Number – Number and Place Value I can:	✓
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	
given a number, identify one more and one less.	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
read and write numbers from 1 to 20 in numerals and words.	
Number – Addition and Subtraction I can:	✓
read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	
add and subtract one-digit and two-digit numbers to 20, including zero	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	

Support from home



Reading - 4 times per week



Spellings - CEW / HRS - half termly / tested half termly



Maths - this will reinforce what the children have been doing that week in maths. It provides the opportunity to practice and share with you some of the strategies and methods they have been taught during that week.



Thank you for your support
Any questions?



Butlers Hill Infant and Nursery School Year 1 Parent Welcome Meeting



We value all feedback from parents with how to improve communications.

Could you please rate the following:

On a scale of 1 - 5 (1 being the least and 5 being the best)

Information provided: 1 2 3 4 5

Comment:

How useful do you find the Class Dojo: 1 2 3 4 5

Comment:

Any other comments: