



Welcome to Year 1

Friday
11/09/2026

Kent
Catholic
Schools'
Partnership



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The Team



Year Leader:

Mrs Lambourne

Phase leader:

Mr Brett

Class Teachers:

Mrs Lambourne

Mrs Eaton

Mrs Krawczak

Miss Taylor

Miss Ferguson

Support staff:

Mrs D'silva

Mrs Taylor

Miss Benallal

Mrs Kaur Mrs Foyster

Mrs Hunt

Mrs Sharma



Our day



Time	Subject
8:45-9:10	Register Celebration of the Word
9:10-10:45	Phonics Maths
10:45-11:00	Playtime
11:00-12:00	English
12:00-1:00	Lunchtime
1:00-2:00	Another curriculum subject e.g. Science/ Religion
2:00-3:00	Another curriculum subject e.g. Art/ PSHE
3:00-3:15	Story time/ prayers/ Home time.



Our day



PE Days

Tuesday - 1SA and 1SG

Friday - 1SP and 1SD

Children must come to school in their full PE kits



What will your children be learning this year?



English - A range of texts and genres.

Maths- White Rose education scheme.

Science- White Rose education scheme.

Phonics- Little Wandle Phonics scheme.

Reading- Little Wandle- please read daily at home, sign reading records and daily phonics. There are pages in the reading records to help support you as parents (examples on next slide).

Top Tips for the Reading Helper

As readers become increasingly independent with their reading they should be encouraged to read silently more and more. However, regularly reading out loud to you will help your reader improve his/her reading skills. Here are some useful tips:

- 1 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 2 To stimulate interest in a new book, talk about:
 - what might happen in the story
 - what the reader hopes to learn about, e.g. from a non-fiction book.
- 3 Encourage the reader to use the 'Comments' spaces in this booklet to record:
 - whether or not the reading material was interesting
 - if the book was easy or difficult to read
 - what she/he enjoyed most about the book.
- 4 In the spaces provided, help the reader to make a note of any tricky words or words to practise. If possible, have a dictionary available at reading times.
- 5 **Decoding using phonics** - prompt the reader to 'decode' unfamiliar words by breaking them down into a series of sounds and then blending the sounds together.
- 6 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 7 Encourage the reader to look at any pictures in their books in order to get a better understanding of the text and to help them predict what may happen next.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 When the reader is reading out loud, encourage him/her to read with feeling and to use her/his voice to help 'tell' the story more clearly.



Some Ways of Writing the Different Vowel Sounds

 ant a	 tray ay	 cake a-e	 snail ai	 baby a	 chair air	 bear ear	 square are	 car ar	 banana a	 bed e	 bread ea	 tree ee	 beach ea	 field ie	 delete e-e	 key e	
 ear ear	 deer eer	 teacher er	 collar ar	 doctor or	 measure ure	 garden e	 fossil i	 lion o	 circus u	 litre re	 shirt ir	 burn ur	 fern er				
 tin i	 gym y	 rocket e	 light igh	 kite i-e	 tie ie	 fly y	 buy uy	 pilot i	 fire ire	 frog o	 swan a	 snow ow	 note o-e	 boat oa	 toe oe	 robot o	 toy oy
 moon oo	 flute u-e	 glue ue	 screw ew	 fork or	 core ore	 saw aw	 sauce au	 warm ar	 door oor	 ball a	 house ou	 cow ow	 pure ure	 book oo	 bull u	 bus u	 go o

Some Ways of Writing the Different Consonant Sounds

 bird b	 rabbit bb	 cat c	 kitten k	 duck ck	 school ch	 chips ch	 watch tch	 dog d	 ladder dd	 fish f	 coffee ff	 dolphin ph	 cough gh	 gate g		
 hand h	 jam j	 giant g	 cage ge	 bridge dge	 leg l	 bell ll	 bottle le	 mouse m	 hammer mm	 lamb mb	 net n	 dinner nn	 knee kn	 gnome gn	 king ng	
 panda p	 hippo pp	 queen qu	 rain r	 cherry rr	 wrist wr	 sun s	 dress ss	 horse se	 city c	 scissors sc	 dice ce	 treasure s	 shark sh	 chef ch	 sugar s	Also: ci (-cious) ti (-tious) tap t
 thumb th	 feather f	 breathe br	 voice v	 sleeve ve	 water w	 wheel wh	 box x	 yawn y	 zip z	 fuzz zz	 sneeze ze	 music s	 ch ch			



Homework and daily reading



In Year 1 children are asked to read daily at home and for this to be recorded in their reading records.

In reading records there are support pages.

Written homework is given out on a Friday and needs to be back by Wednesday.

Children must bring their books in every day.

School bags must only be book bags - no rucksacks please (there is not enough space for bigger bags).



Overview of English.



Year 1 Reading and Writing Expectations

Reading

- Read aloud simple books with growing fluency and confidence
- Use phonics to sound out and blend words
- Recognise common tricky words (e.g. the, said, one)
- Talk about what they have read and answer simple questions
- Enjoy listening to and discussing stories, poems and non-fiction

Writing

- Write simple sentences that make sense
- Use phonics to spell words and start using some common tricky words correctly
- Use capital letters, full stops and spaces between words
- Begin to join sentences with words like *and*
- Form letters correctly and neatly



Overview of what we will be learning in Maths.



Year 1 Maths Expectations

- Count, read and write numbers up to 100
- Count in steps of 2, 5 and 10
- Recall number bonds to 10 and begin to 20
- Add and subtract numbers within 20
- Solve simple problems using objects, drawings or numbers
- Recognise and name common 2D and 3D shapes
- Use practical equipment to measure length, weight and capacity
- Tell the time to the hour and half past



Overview of what we will be learning in Science.



Year 1 Science Expectations

- Name common animals, plants and trees
- Identify parts of the body and senses
- Describe everyday materials (wood, plastic, metal, etc.) and their uses
- Observe changes across the seasons and talk about the weather
- Ask simple scientific questions and make observations
- Carry out simple tests using everyday equipment
- Talk about what they have found out and record it in simple ways (drawings, charts, labels)



Examples of half termly phonics overviews.



Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	



Phonics Screening



National Phonics Screening Check – June 2027

- A short, simple assessment for Year 1 children in June (w/c 14th June)
- Children read 40 words (a mix of real and 'nonsense/alien' words)
- Helps teachers see how well children can use phonics to decode words
- Important because strong phonics skills build the foundations for confident reading
- Practise assessments will take place. Support will be provided throughout the year to ALL children and additional support for those who need it.
- Parental support is extremely important - packs will be given out and it is essential that these are practised at home.
- Parent information meetings will be held throughout the year to support parents.



OPAL



OPAL= Outdoor play and learning

After eating their lunch, all children will have the choice of where they would like to play and learn. Some of the activities we offer:

- Real world
- Imaginative role-play/dress-up areas
- Mud kitchen
- Lego
- Sports/ games on the Muga
- Water play
- Art areas.
- + many more



Assessment



Most of year 1 Assessments are teacher assessments .

Phonics is assessed daily with each new introduction and understanding of graphemes and phonemes.

The Little Wandle Phonics assessments are completed each term.

Children who need additional support are given extra time in the afternoon for further phonics and reading intervention groups.

In year 1 we often use a live marking assessment style for all written subjects in class.



Trips, experiences and key dates



Early October - Phonics Parent talk

Christmas Nativity - Tuesday 15th December

Trips- Year 1 usually organise a trip in the summer term - this is yet to be decided of when, where and what the trip will be.

w/c 14th June- Phonics Screening Check.

Year 1 will complete Little Wandle Phonics Assessments near the end of each half term.



Expectations and reminders



Children are expected to have responsibility of their own possessions e.g. Water bottles, bags, jumpers and reading books. Also, no shoe laces unless children can do them up themselves. Please ensure **EVERYTHING** is named.

Your child needs their books, water bottle and a coat **EVERYDAY**. They should be in the correct uniform - blue dresses please.

Year 1 are expected to follow the school values and school routines- Wonderful walking, Shiny sitting, Good listening, lining up and hands up means stop and listen.

Parents please hand letters directly to teachers as we do not go through bags.

Quick messages in the morning at the door welcome, however more in depth parent teacher meetings need to have appointments booked through the office.



How can you support at home?



- Daily reading - if your child loses a book you will be charged to replace it.
- Daily phonics practice.
- Supporting with homework.
- Promote independence e.g. zipping up their coats, putting their own jumpers on.



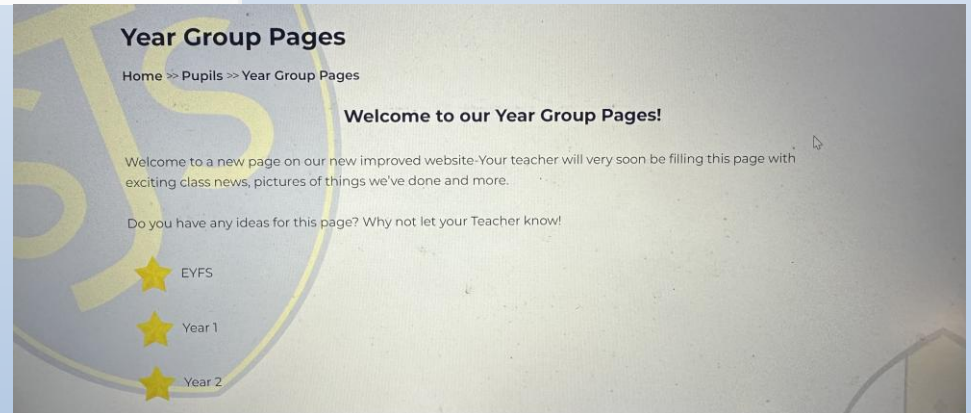
Our Year group page



1



2



3





Free School Meals



Targeted FSM

Your child may be eligible if you receive:

- ✓ Universal Credit and have an annual household income of **£7,400 or less**
- ✓ Support under part VI of the Immigration and Asylum Act 1999
- ✓ Income-related Employment and Support Allowance
- ✓ The guaranteed element of Pension Credit
- ✓ Your child might also qualify if you have no recourse to public funds (NRPF).

Support
for your
child's
future



New for 2026

Expanded FSM

Your child is eligible if you receive:

- ✓ **Universal Credit** – your income does not get taken into account.



More support
for families

Pupils receiving expanded FSM:

- ✓ Can receive free school meals
- ✓ Will not attract pupil premium funding for the school, nor be eligible for other support that's based on targeted FSM.



KCC website Online checker
to see if you qualify:



Apply for free school meals

Good food
helps children
learn, grow
and thrive



Volunteers

Are you able to volunteer at St John's?



We are currently building a team of volunteers.

The types of activities that volunteers are engaged in include:

- Listening to children read
- Working with small groups of children
- Accompanying school visits
- Displays and administrative tasks

Please contact the school office if you would like to become part of the team:

office@st-johns-gravesend.kcsp.org.uk



Questions

