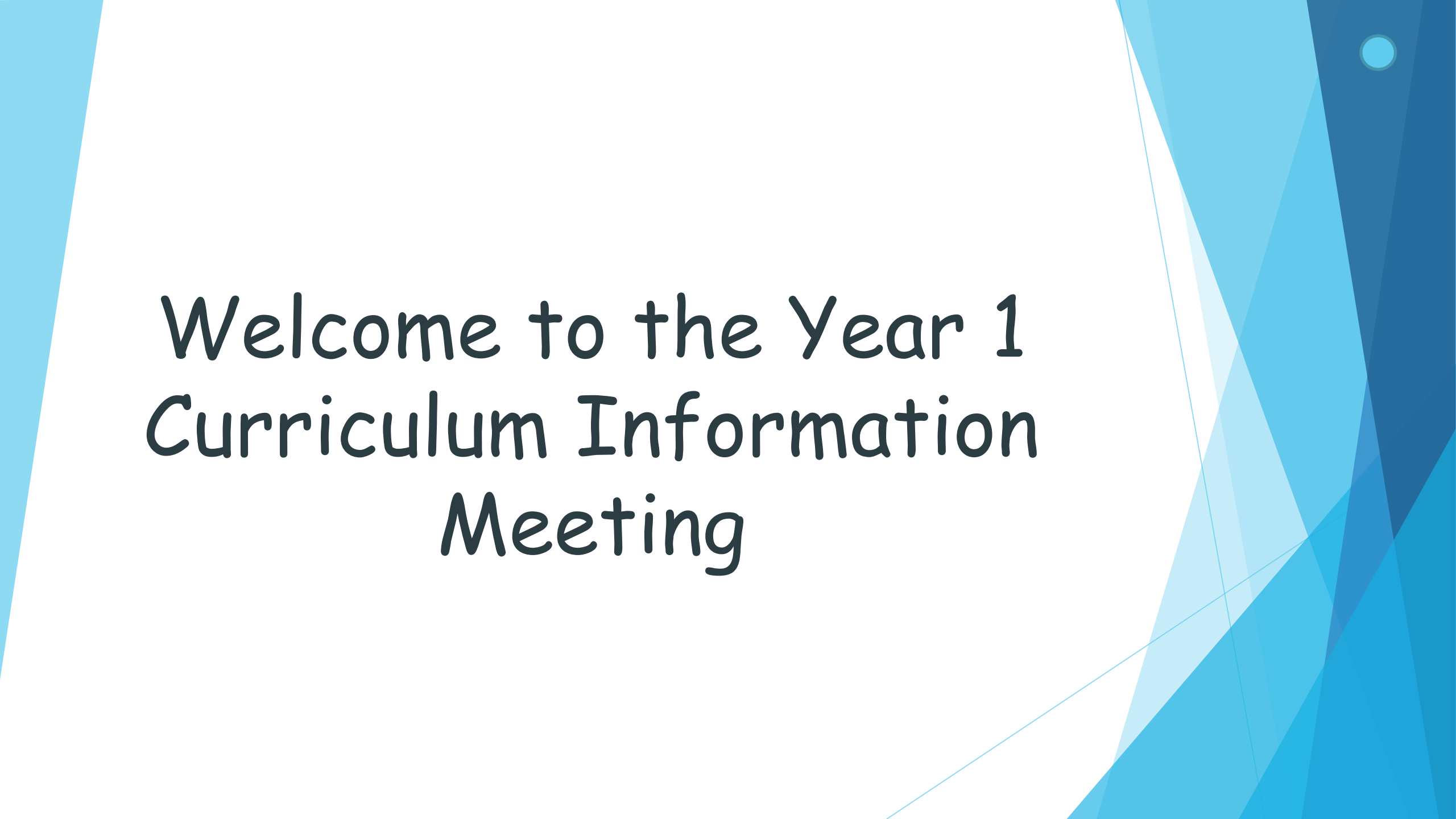


The background features abstract blue geometric shapes, including triangles and polygons, in various shades of blue. A small circular hole punch is visible in the top right corner.

Welcome to the Year 1 Curriculum Information Meeting

Year 1 teachers and support staff

- ▶ Juniper Class - Mrs Bold
- ▶ LSA - Mrs Ghataura

- ▶ Willow Class- Mrs Sullivan
- ▶ LSA - Mrs Burreto (am)
- ▶ LSA - Mrs Walters (pm)

Welcome to Year 1

- ▶ Year 1 follows a different curriculum to Early Years and it is the start to a more formal approach to learning. In years 1-6 children follow the National Curriculum.
- ▶ This transition can be quite challenging for year 1 children as they are now expected to work more independently.
- ▶ To make this transition easier we follow a more play based curriculum for the first term and gradually become more formal.

Curriculum - Assessment

Throughout the year the children are assessed termly in Reading, Writing, Maths and RE. All children will be assessed using one of the judgements below.

Your child therefore will be assessed at:

Well Below Expected

Below Expected

Just Below Expected

On Track Expected

Above Expected



Point in Time Assessment Descriptors (PITA)

St Lawrence Catholic Primary 2025-26

Assessing – Maths, Reading, Writing, RE and Science

Pupil Asset Colour Key	Age Related Expectations Guidance – 'best fit' model	Scaled Score	Guide to ARE*
Well Below Expected	- Is largely or wholly unable to access the curriculum, even with heavy personalised support and scaffolding. This may be due to EAL, a learning difficulty or significant barriers to learning - Will undertake different tasks to the rest of the class - May be working at Pre-Key Stage/Birth to 5 matters		More than 2 years below ARE
Below Expected	- Is able to access a differentiated curriculum with personalised support - Has significant gaps in their learning - Struggles to embed concepts - Cannot apply their learning independently	70-90	1-2 years below ARE
Just Below Expected	- Is able to access some aspects of the national curriculum for current year group - Has some gaps in their learning - Experiences some difficulty to embed concepts - Often needs some scaffolding or support - Often struggles to apply their learning independently - May reach national standard by end of key stage	90-99	Up to a year below ARE
On track Expected EXS	- Is meeting many, but not all, of the national curriculum expectations for current year group - Is successful at learning many new concepts - Is starting to apply their skills independently, but not consistently - May make errors but will usually be able to improve work following feedback and support - May have some smaller gaps in learning - Is usually a successful learner and show good understanding of over 80% of the objectives taught - Is usually able to learn new skills and use them accurately and independently - May make occasional errors in applying their learning in other concepts	100-109	Within ARE
Above expected GDS	- Is just exceeding national expectations for current year group - Is almost always successful in understanding the key learning objectives - Is able to apply their skills in a range of contexts, making few errors - Can often explain and justify their ideas - Demonstrates skills and knowledge beyond the curriculum - Can analyse and evaluate their own and others' performance effectively	110-120	Above ARE (e.g. by end of year are beginning to access next year group)

Curriculum - Assessment

If your child is struggling to access the curriculum they will be assessed as 'Well Below Expected'.

If there are several gaps in your child's learning and they need support to work independently they will be assessed as 'Below Expected'.

If there are a few gaps in your child's learning and they need support they will be assessed as 'Just Below Expected'.

If your child is meeting the objectives taught they will be assessed as 'OnTrack-Expected'.

If they are working above national expectations your child will be assessed as 'Above Expected'.

Monster Phonics

Phonics

Year 1 is a really important year in developing the children's reading skills. Learning all the phonic sounds enables children to decode more difficult words and also helps them to write more independently. It is really important that phonic sounds are practiced regularly.

Children will have started on Phase 2 in reception moving onto phase 3. We start the year by revising these sounds and then moving onto Phase 4 and 5 when the children are ready.

My Phase 3 Sound Mat

j	v	w	x	y	z
qu	sh	ch	th	zz	ng

My Phase 3 Sound Mat

ai	ee	igh	oa	oo	ow
or	ur	ar	oi	er	
ear	air	ure			

My Phase 4 Sound Mat

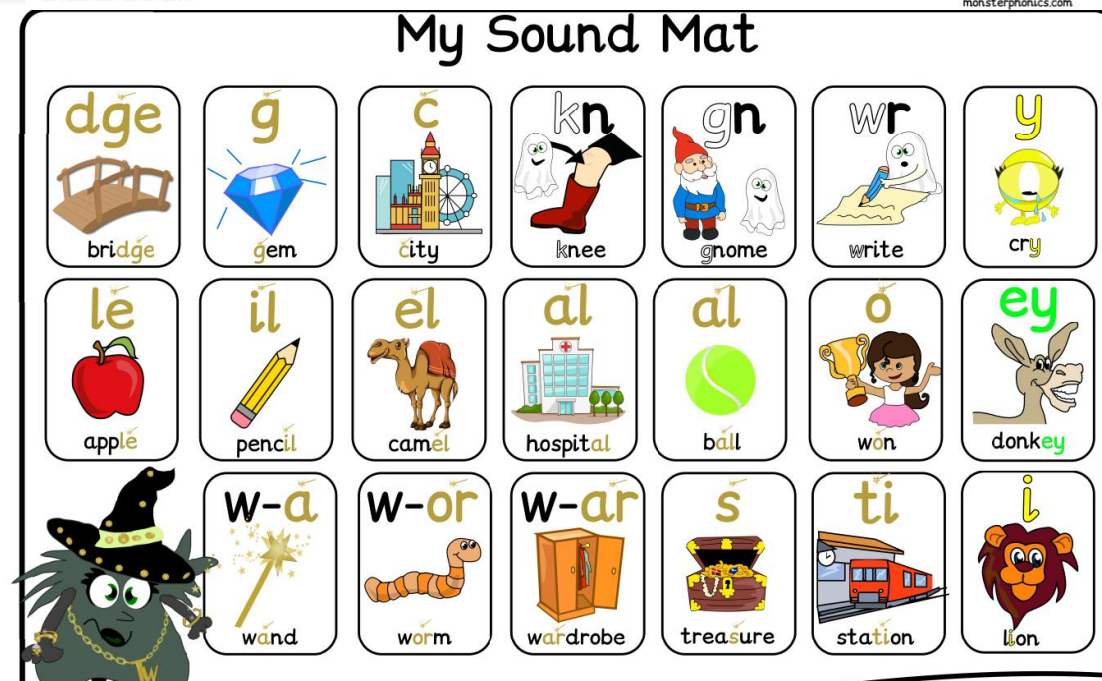
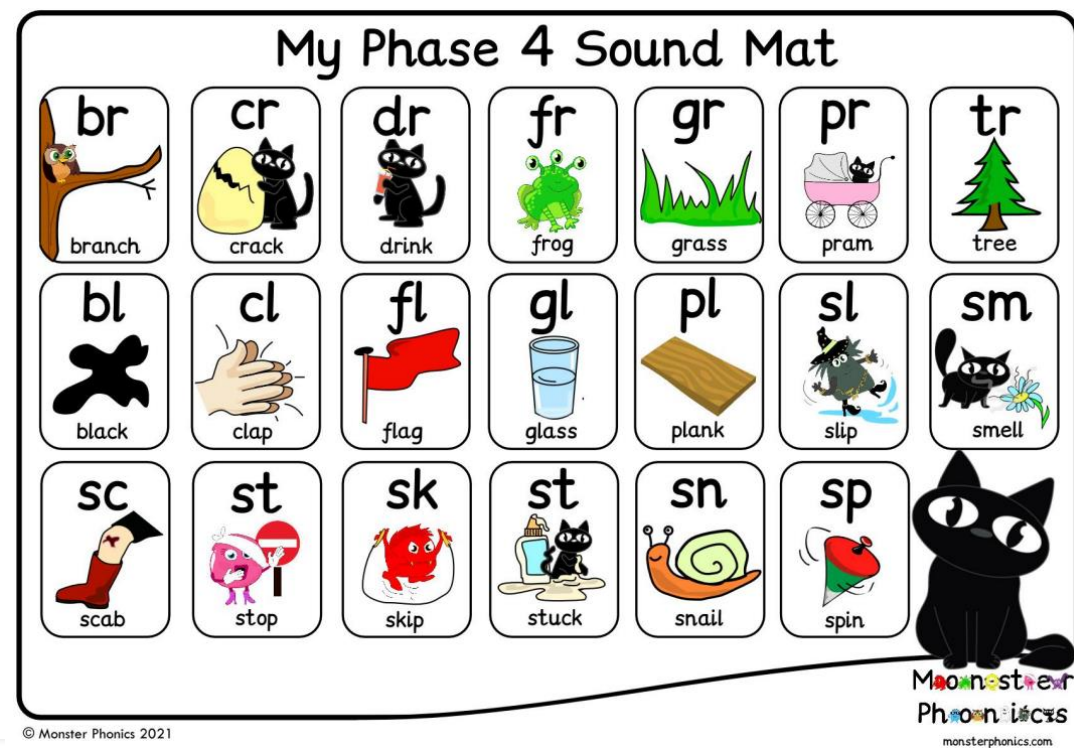
br	cr	dr	fr	gr	pr	tr
bl	cl	fl	gl	pl	sl	sm
sc	st	sk	st	sn	sp	

My Phase 4 Sound Mat

thr	scr	shr	spl	str	
st	sk	nt	nk	nd	ng
lk	lp	lt	pt	xt	ft



- In Phase 4 children practice consonant clusters like the ones shown on the phase 4 sound mat, however no new sounds are taught.
- Phase 5 - children learn alternative sounds for the ones they have already learnt, for example ai/ay. They also learn split diagraphs, for example a_e makes the sound ai/ay but has a letter in between.
- In Phase 5b children learn that some letters can represent different sounds, for example 'g' in golf and 'g' in magic



- It can be tricky for the children however this year we will continue to follow the Monster Phonic scheme which has friendly monsters helping the children to remember each of the sounds.

For example ...

- Angry Red A
- Green Froggy E
- Yellow I
- Miss Oh No
- U-Hoo ...

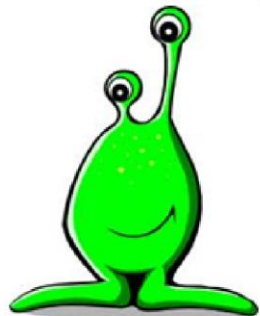


Phonics Screening

In the Summer Term, every child in Year 1 will sit the Phonics Screen.

- This will be one to one with their class teacher.
- The test consists of 20 real words and 20 pseudo (alien words).
- The children are expected to decode these words using phonic rules they have learnt at school.
- There will be a meeting later in the year to go through this in more detail.

matup



fusspot

Tricky Words

TERM 2



we be me

he she



you

my



they

was her

are all



Moonster
Phonics
monsterphonics.com

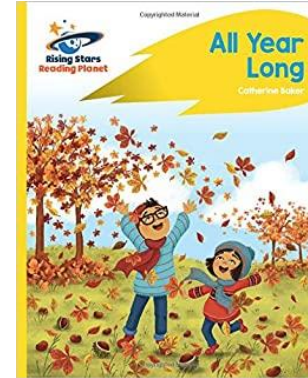
In class the children will practice reading and writing these words by sight. Some of the tricky words are not phonetically decodable. These are the words that the character Tricky Witch helps with.

Ways to help your child in English

Reading	Writing	Phonics
• Read to your child daily. • Listen to your child read as often as possible. • Please sit with your child in a quiet environment and encourage your child to use their phonic sounds to read words. (letter sounds not letter names) • Encourage children to read 'tricky words' by sight (these will be sent to you). • Read other books that interest your child. • Discuss the characters, setting, how it begins and ends. • Ask your child 'How? What? Why? Where? When?' questions about each book.	• Ask your child to write about something that they have enjoyed that day. • Look at their writing and help them improve it by correcting letters, adding capitals and full stops, reading it to make sure it makes sense. • Get your child to practice lower case and capital letters. • Support your child with forming the letters correctly.	• When reading get your child to segment and blend harder to read/longer words using the phonics sounds they have learnt in school. • Practise all of the phase 3 and 5 sounds regularly, for example get them to tell you or write words with a particular sound in. • Complete the weekly spelling sheet which is phonics based (these will be sent home on a Friday).

Books That are sent home

All children will bring home two books to read at home each week. The book is either from our 'Rising Star' scheme or from our 'Monster Phonics' scheme. Each child has Monster Phonics 'eBook' log in at the front of their Reading Record. Please use this platform to access the eBooks online. They are a great way to consolidate your child's learning.





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

At St Lawrence School children are taught to write using the monster phonics handwriting scheme. Please practice forming letters correctly with your child at home. These will sent out to you and are on the website.

Ways to help your child in Mathematics

Number and Place Value

- Count objects with your child and write the corresponding numbers from 1-20 in numerals and words.
- Practise writing all the numbers to at least 100, making sure no numbers are reversed.
- Count to 100 forwards and backwards
- Try counting in 2s, 5s and 10s
- Give them a number, can they tell you one more and one less.
- Practise number bonds to 10 and when they are ready number bonds to 20 (addition and subtraction).

Shape, Space and Measures

- Find different shapes around your home.
- Look for shapes out and about.
- Practise names of 2D and 3D shapes.
- Find different objects to measure and compare: height, length or weight.
- Help your child to tell the time to o'clock and half past.
- Use real money to sort the different coins and learn their value.
- Count coins to pay for items in shops.

Home Learning

Mathletics - This will be set every Friday and must be completed by the following Friday.

Spellings- These will start when the children are settled. They will be given out on a Friday using the template and the spelling test will be the following Friday. The spellings are taken from our MP scheme.

Moonster
Phonics

SPELLING



Look, Say, Cover, Write, Check



   Look, Say, Cover	  Write and Check	  Write and Check	  Write and Check



Reading - The children will be read with once a week. Your child's books will be changed the days below.

Monday - Grapes

Tuesday - Plums

Wednesday - Oranges

Thursday - Limes

Friday - Bananas

Please remember to comment in your child's reading diary once a week and keep their diary in their book bags in their new reading folder so we can write a comment at school.

PE Days for Year 1 - Tuesday and Friday

As part of the transition period, the children will not be starting the Tuesday PE session until after Christmas (Spring term). Children can still come into school on Tuesday in their PE kits to get them used to the change of uniform.

The picture to the right is an example of your child's reading diary. Please only comment in the top three boxes next to the reading books.

You only need one comment per book and to sign to say each book has been read. If there is no signature to show a book has been read, books may not be changed.

Please leave the bottom two boxes free for teacher comments.

Week Commencing Date: _____

READING LOG			
	Name of Book and Page Number	Comments	Parent/Carer Initials
Monday	Biffs Aeroplane	Parent comment	
Tuesday	Spots	Parent Comment	
Wednesday			
Thursday	Teacher Guided Reading Boxes		
Friday	Teacher Guided Reading Boxes		

Uniform

- ▶ In Year 1 Winter uniform should consist of a shirt and tie, grey trousers or green skirt/pinafore and plain black shoes.
- ▶ Please just wear simple hairbands that are in the school colours.
- ▶ Please make sure all uniform is labelled, this includes drinks bottles, book bags and lunchboxes.
- ▶ No jewellery is allowed.
- ▶ Please make sure all PE Kit is labelled clearly.
- ▶ PE Kit will be worn on a Tuesday and Friday.

Good to be Green!



- ▶ This is a behaviour scheme that is used across the whole school that promotes positive behaviour. The scheme is very visual, which allows the pupils to easily see how they are doing in class.
- ▶ Every child starts the day on a positive note with a green card displayed in the pocket.
- ▶ If a child has to be reminded several times a warning card is displayed to encourage the child to turn their behaviour around. If the negative behaviour continues the teacher will give a yellow card. This will mean that they have 5 minutes off play. If a second yellow is given in the same week children will have 10 minutes off their play and a third will mean that they have to see a member of senior leadership.
- ▶ A red card will be given if there is still no improvement in their behaviour or something more serious happens. Their name will also be recorded on our registration system. Parents will be notified if this happens. They will also have to see a member of SLT.
- ▶ If a child stays green all week they will receive a stamp or sticker in their diary on the Friday. If a child stays green all term their name will be entered into a competition and one name will be drawn. The winner will then receive a prize.

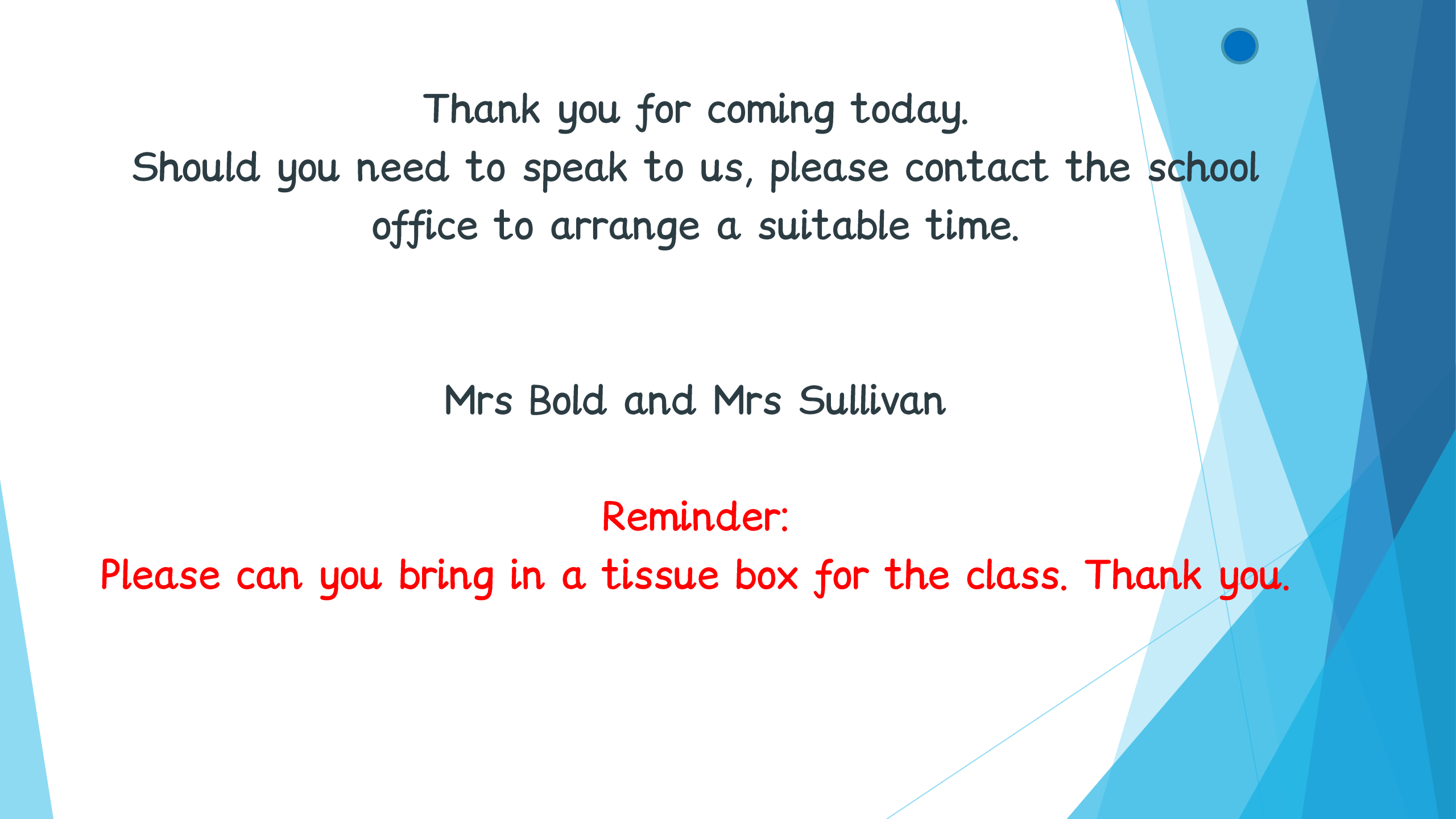


House points



- ▶ Children have been assigned to one of the 4 houses.
- ▶ They have the chance to earn house points for something they have done well throughout their day. This could be a piece of work, trying particularly hard in their learning or an act of kindness.
- ▶ Their house point will come in the form of a token matched to the colour of their house.
- ▶ At the end of the term, house points are counted and the winning house across the school will earn a non uniform day.





Thank you for coming today.
Should you need to speak to us, please contact the school
office to arrange a suitable time.

Mrs Bold and Mrs Sullivan

Reminder:

Please can you bring in a tissue box for the class. Thank you.