



Welcome to the Year 1 Meet the Teacher Workshop





Parent Workshop

- General day
- P.E information
- School rules
- Attendance
- English
- Reading
- Homework
- Spellings
- Mathematics
- R.E and Foundation subjects
- Feedback and marking policy
- Mass and school trips
- Online safety
- Phonics
- Purple Mash



Typical Day

As children come into school, there is a start of the day activity (SODA)

Phonics

English/Maths

Break 10.30-10.45 (snack am)

English/Maths

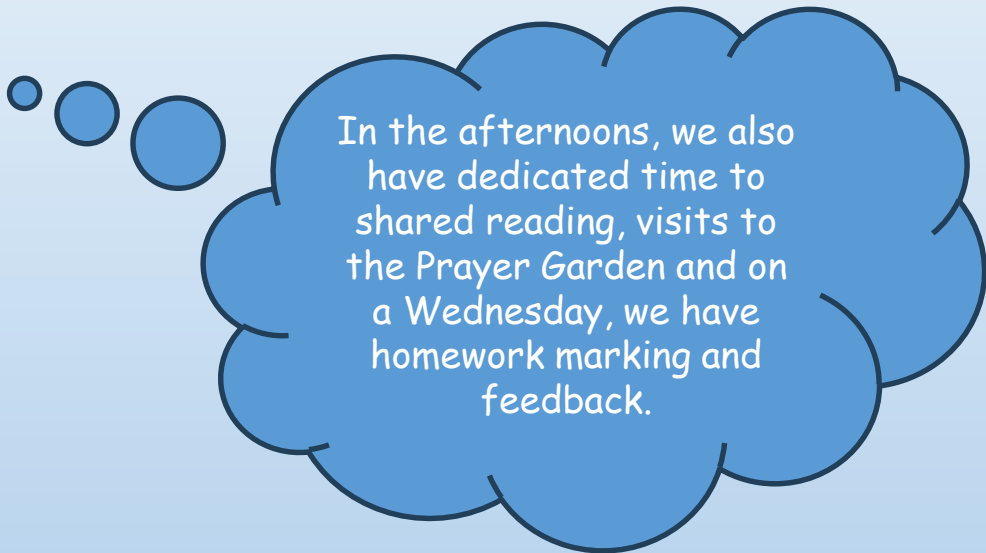
Lunch 11.45-12.35

Religious Education, Science or Foundation subjects

Afternoon break 2.00-2.10 (snack pm)

Religious Education, Science or Foundation subjects

Story time at the end of the day

A blue thought bubble with a black outline, containing text about afternoon activities. It has three smaller circles leading to it from the left.

In the afternoons, we also have dedicated time to shared reading, visits to the Prayer Garden and on a Wednesday, we have homework marking and feedback.



P.E Information

- We have PE on Monday (indoor) and Wednesday (outdoor), please ensure children have the correct school kit in line with our uniform policy.
- PE Kit is encouraged to stay in school and will be returned at the end of each half term. If you would like to take it to be washed before this please let us know and we will send it back for you. It must be returned the following day/start of a new week.

St Joseph's School Rules



Following in Jesus' Footsteps, caring for each other when we work, play and pray

Use Kind Words and Hands



"Be kind and compassionate to one another, forgiving each other, just as in Christ God Forgave you."
Ephesians 4:32

Be the Best Person Jesus Wants Us to Be



"Commit your work to the Lord
and your plans will succeed."
Proverbs 16:3

Show Perfect Presentation



"Therefore, encourage one another and build up one another up, just as you are doing."
Thessalonians 5:11

Display Good Manners



"And as you wish that others would do to you, do so to them."
Luke 6:31

Respect Each Other/ Environment



"A new command I give you:
Love one another. As I have loved you, so you must love one another." John 13:34

Listen to One Another



"To speak evil of no one, to avoid quarrelling, to be gentle and to show perfect courtesy to all people." Titus 3:2



Attendance

Attendance

A huge thank you to all parents and children who have supported good attendance at St Josephs this year. It is fantastic to see children in school every day making the most out of amazing opportunities that help develop their learning and social skills.

Children arriving late - Children find arriving to school late upsetting and they miss out on important opportunities.

Please see punctuality pyramid which gives a step by step guide to lateness.

We have adapted our attendance timings slightly to link with our five foundations approach.

Please work with us to provide your child with the best chance of learning by ensuring they are in school every day and on time.

Impact of Lateness

Being 15 minutes later each day is the same as missing 2 weeks of school

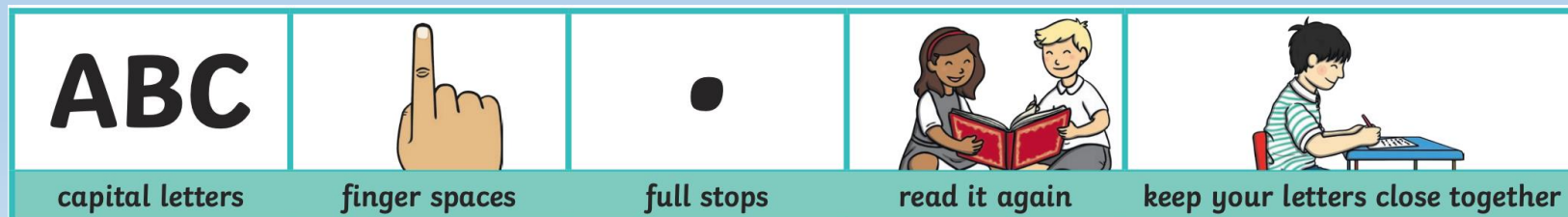
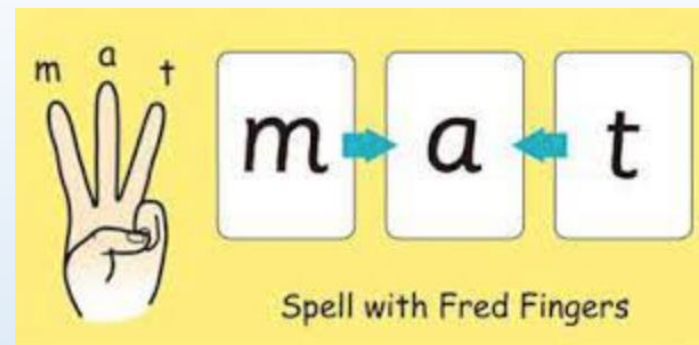




English

Expectations

- ✓ Correct letter formation, with all letters being the same size and on the line.
- ✓ Using a finger space between each word.
- ✓ Beginning a sentence with a capital letter and using a full stop correctly at the end of a sentence.
- ✓ Use of phonics charts, Read Write Inc. mats and common exception word mats when spelling.





The Writing Process

Writing at St. Joseph's is taught as a sequence of lessons in the following cycle:

- Hook/introduction to text
- Reading comprehension (linked to theme/text where possible)
- Vocabulary lesson
- Grammar (linked to theme)
- Shared writing
- Reading comprehension (linked to theme/text where possible)
- Planning lesson
- Shared writing
- Independent writing
- Edit and improve

Spelling is taught every **Wednesday**

Spellings are given out every Thursday (with homework) to aid children for the following lesson. Children then apply these spellings in a range of activities in their next spelling lesson to help with their application, comprehension and correct spelling.



Reading Vipers

Vocabulary

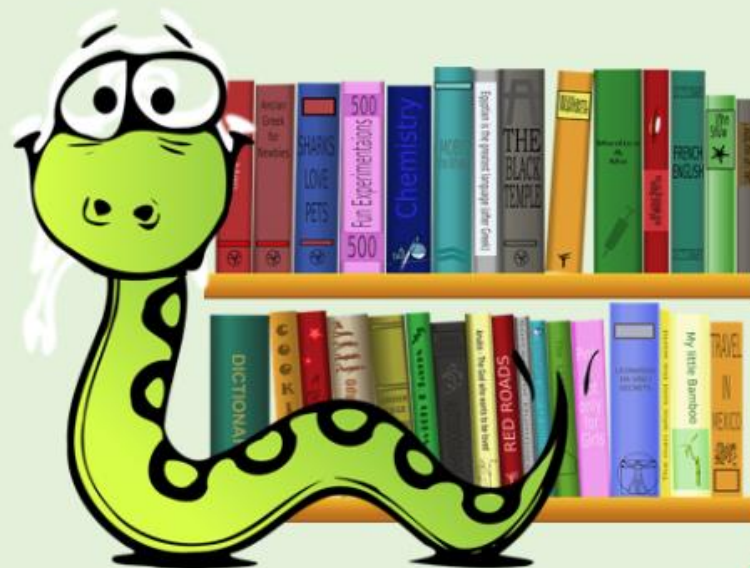
Infer

Predict

Explain

Retrieve

Sequence or Summarise



Year 1 End of Year Writing Expectations

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write simple stories about myself and others (real or fictional).

I can sometimes use my past and present tense correctly.

I can use 'and' to join sentences.

I can sometimes use the following punctuation correctly:

Capital letters.

Capital letters for the pronoun 'I'.

Full stops.

Question marks.

Exclamation marks.

I can add 's' or 'es' to pluralise nouns.

e.g., owls, foxes

I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly.

I can spell some of the common exception words.

a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your

I can correctly form some of my capital letters and digits.

I can use finger spaces between words.

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our



Reading

- During the previous summer term, your child was assessed on their phonics knowledge. This allowed us to place children into their phonics groups and identify their current book level.
- Children are assessed regularly to demonstrate progression and move onto the next book level.
- All children are heard a range of times throughout the week from their class teacher, teaching assistants and phonics teacher.
- Children are given a new book on Monday which they read in class and in their phonics sessions throughout the week.
- We then send this home on a Thursday, and children are expected to read this at home with adult support, and reading records are to be signed for evidence.
- This model of reading is to support and promote fluency, and reinforce the learning taking place each week in school.



Homework

- A mathematics and phonics-based activity will be sent in your child's homework folder weekly on a Thursday. These are to be completed at home and returned to school in their folder on Wednesday.
- Wednesday afternoons, we spend time with children going through their homework, marking and giving feedback and addressing any misconceptions.
- Marked homework will then be stored at school to be kept safe and not get lost in homework folders, going to and from school.



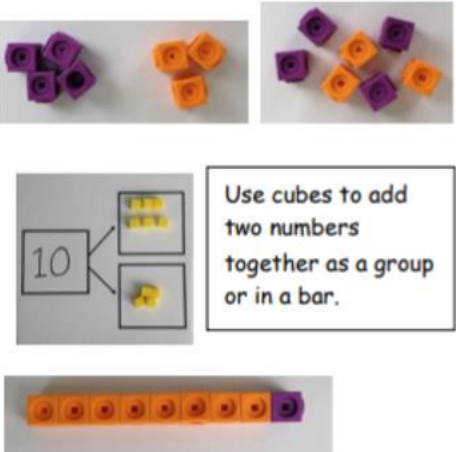
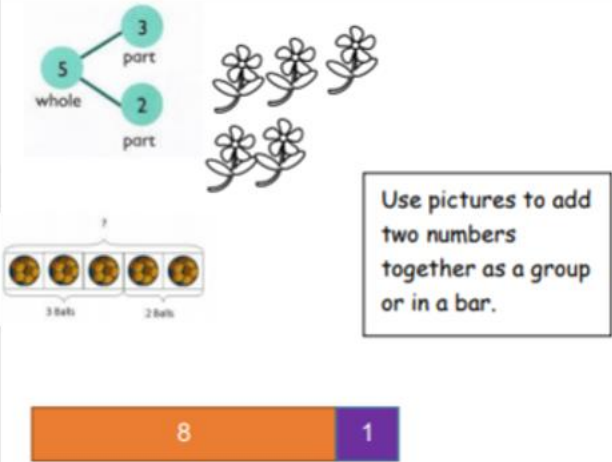
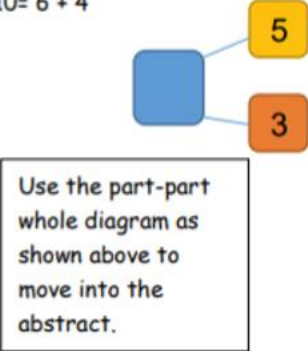
Spellings

- Children will be sent a set of 8 spellings each week on a Thursday to be learnt throughout the week. Then children will be assessed the following Friday.
- Words chosen are based on the sounds children have been focusing on that week and 2 common exception words.
- Children only need to practise the spellings for their group e.g. green group.



Mathematics

- Maths is taught daily, and as a school we follow White Rose Maths.
- We include a range of mathematical activities in lessons, using concrete resources, learning practically to support all learners, before moving to pictorial and abstract concepts. This ensures foundational skills are embedded.

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p> $4 + 3 = 7$ $10 = 6 + 4$ </p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>



Year 1 Maths Overview 23/24

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)
FREE TRIAL

[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



Mathematics - How can you help at home

- Regular practice of writing numbers correctly
- Number bonds to 10 and 20
- Addition and Subtraction up to 20 using different objects:
- For example: 9 grapes + 7 pieces of banana =
- If the teaching staff feel that your child has a misconception in mathematics, we will address it individually and also speak to you on strategies that could help at home.



RE and Foundation Subjects

R.E.	Unit A Creation Unit B Families and celebrations	Unit C Prayer Unit D Advent	Unit E Christmas Unit F Jesus: Teacher and Healer Unit G Forgiveness	Unit G Forgiveness Unit H Lent Unit I Holy week	Unit J Easter Unit K Pentecost	Unit L Sharing Jesus' Life Unit M Following Jesus Today
Science	Animals including humans Focus on animals	Animals including humans Focus is humans	Everyday Materials Compare materials	Seasonal changes Weather year round change- Day length	Plants- Trees, Gardens Growth and change	
Art	Painting/ Famous artists: Kandinsky Primary colours – colour wheel (paint and colour)		Mondrian Drawing (drawing techniques and sketching)		Summer 1- Drawing Techniques	Summer 2- Sketching
D.T.	Moving pictures		Food Hygiene– healthy balanced meal Making pizza		Building Bridges	
History	Awareness of local history (School) Understanding of local historical people (e.g. Bishop Vesey)		Intrepid Explorers		Famous Queens	
Geography	Our local area Familiar surroundings, immediate area, key features		The United Kingdom (map work)		Seaside holidays Human/Physical	
P.E.	Gymnastics U1 Attack, Defend, Shoot U1 (Netball)	Gymnastics U2 Attack, Defend, Shoot U2 (Football)	Dance Send and Return U1 (Tennis)	Hit, Catch, Run (Cricket)	Send and Return U2 (Tennis)	Run, Jump, Throw (Athletics)
Music	'Anything'	'Anything'	I am a Robot		BBC Bring the Noise	Take you Home
	BBC Bring the Noise	BBC Bring the Noise Nativity				
Computing	To code To connect (online safety)		To communicate To connect (online safety)		To collect To connect (online safety)	
PSHE	Relationships		Health and well-being Living in the wider world		Health and well-being Living in the wider world	



Feedback and Marking policy

- **GREEN** - When highlighted green, this shows that an answer is correct, spelling is correct, capital letters and full stops have been used etc.
- **PINK - THINK...** - When highlighted pink, this is to demonstrate to children that they need to think about their answer/writing and that it can be edited to be improved to make their work even better!
- **PURPLE** - Children then use purple pen to make these edits, and it is clear to the learner and teacher where editing has taken place and improvements have been made.



Mass and School Trips

- During the first week back after October half-term, Year 1 will be going on a local walk around Sutton Coldfield. This links to our history topic 'Local history and historical people', and our geography topic on 'Local area'. Additionally, it is remembrance week, so we will visit a local memorial to pay our respects and remember the brave soldiers and ...
- We will send more information in relation to this _____
- Furthermore, we greatly appreciate any parent volunteers to help us walk the children to Holy Trinity Church for mass. The dates Y1 are going are:
- **Friday 29th September**
- **Friday 17th November**





Online Safety



These are some really useful resources that you can use to get more information, thinkuknow.co.uk is also child friendly.

<https://www.bbc.co.uk/programmes/m000zgwk>

<https://www.thinkuknow.co.uk>

Phonics

Supporting your child with phonics and reading
and preparing for the Year One Phonics
check

As parents and carers you are your child's first teachers. You have a powerful influence on your child's early learning.

Key findings from The Impact of Parental Involvement on Children's Education - DFE 2008

- Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Phonics - Read Write Inc

Set 1

Set 2

Set 3

Fred Talk
words



Green

Red words

Hold a sentence

Set 1 sounds

m a s d t
i n p g o
c k u b
f e l h sh r
j v y w
th z ch qu x ng nk



Set 2

ay ee igh ow oo oo ar

or air ir ou oy

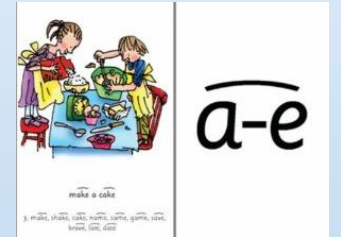


Set 3

a-e ea i-e o-e u-e aw are ur

er ow ai oa ew ire ear

ure tious tion



Blending and Segmentation

Blending

- Merging the individual phonemes together to pronounce a word.
- To read unfamiliar words a child must recognise (sound out) each grapheme, not each letter, then merge the phonemes together to make a word

Segmentation

- Hear and say the individual phonemes within words
- In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme

Blending and Segmenting

WORD	PHONEMES					
cat						
chip						
strap						
light						
rain						
green						

Blending and Segmenting

WORD	PHONEMES					
cat	c	a	t			
chip	ch	i	p			
strap	s	t	r	a	p	
light	l	igh	t			
rain	r	ai	n			
green	g	r	ee	n		

Green and red words

Green words are words made up of graphemes from these charts. They are called Green because once children have learned these graphemes, they read and go! Children can read the sounds by blending.

at ..	mad .. .
sad .. .	dad .. .
sat .. .	mat .. .

Red words are common words that contain graphemes that are not found in the charts e.g. said, want, rough, through, would. They are called Red because children may have to stop and think about these words, because they cannot easily read the words by blending.

I	the _.
you _.	your _.
said _.	was .. .

Year One Phonics Screening check

- Designed to give teachers and parents information on how the child is progressing in phonics
- There are two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1. Takes 5-10 minutes per child.
- 20 real words and 20 nonsense words
- It is a school-based check to make sure that the child receives any additional support promptly- practice time is given, not stressful for children.
- Year 1 Assessment in June 2023

Watch video:

https://www.youtube.com/watch?v=IPJ_ZEBh1Bk&t=209s



voo



jound



terg



fape



Purple Mash and Phonics

purple mash 2Dos Work Data Sharing Teachers

Search: phonics

Miss Sheppard

← Search results:

Folders:

- English Leader's Toolkit
- PH onics Phonics
- PH onics Phase 2 Phonics - Phase 2
- PH onics Phase 2 Cloze Phonics - Phase 2 - Cloze
- PH onics Phase 2 Flashcards Phonics - Phase 2 - Flashcards
- PH onics Phase 3 Phonics - Phase 3
- PH onics Phase 3 Cloze Phonics - Phase 3 - Cloze
- PH onics Phase 3 Flashcards Phonics - Phase 3 - Flashcards
- PH onics Phase 4 Phonics - Phase 4
- PH onics Phase 4 Cloze Phonics - Phase 4 - Cloze
- PH onics Phase 4 Flashcards Phonics - Phase 4 - Flashcards
- PH onics Phase 5 Phonics - Phase 5
- PH onics Phase 5 Cloze Phonics - Phase 5 - Cloze
- PH onics Phase 5 Flashcards Phonics - Phase 5 - Flashcards
- Phonics Printable Resources

Tools and Games:

- Simple City

Score: 0

01:58

pan

A keyboard with the letters p, a, and n highlighted in red, green, and blue respectively, indicating the correct sequence for the word 'pan'.



If you have any queries or questions, please do not hesitate to ask us directly at pick up (after we have dismissed all children), or via email or phone.

Email: enquiry@stjosutton.net

School office telephone: 0121 354 6270

Thank you for your continued support.



Thank you for coming to
the Year 1 Parent Talk 😊