



Meet the Teacher

Meet our Team

Class Teacher

Mrs Walkden
(Monday -
Thursday)

Mrs Mills
(Friday)

Teaching Assistant

Mrs Odgers

PPA

Mrs Loynton

The Year 1 Classroom Routine

Key Points

Arrive and put book bags in the box (to be brought in every day), water bottles/pack lunches and school bags/coats away.

Focused whole-class inputs, followed by guided or independent tasks. Some enhanced provision (play based learning) may take place throughout afternoon sessions, and will be phased out as the year progresses.

Year 1 children can have toast mid-morning and fruit mid-afternoon. If you would like your child to receive milk, please speak with the office.

Reading books will be changed every Thursday, but should be brought in daily so that readers can be listened to. Home learning will also be handed out on Thursday.

As phonic assessments take place, individual phonics targets will be sent home to be practised and learnt, in preparation for the Phonics Screening Test at the end of Year 1.

Any important parent communication will be sent via School Spider, such as any special events, trips or activities planned.

PE Days: Monday and Friday

Year 1 Curriculum



Teaching Staff are expected to ensure that lessons are appropriate to the curriculum expectations of their year group and meet the children's learning needs by adapting the curriculums schemes used.

English	Phonics	Maths	Computing
LPDS Units	Red Rose Letters and Sounds	White Rose Maths	Purple Mash
Music	PE	PSHE	RE
Charanga	West Lancashire Sports Partnership PE Curriculum (SUCCEEDin)	Coram Life Education SCARF	BDBE Questful RE

The Cornerstones Curriculum (Curriculum Maestro Planning Tool) covers the following curriculum areas:

- **Art & Design**
- **Design Technology**
- **Geography**
- **History**
- **Science**

The Year 1 Timetable

Year 1 | Autumn 1

Autumn Term 2026 - 2027



Day	Registration 08:45 – 09:00	Worship 09:00 – 09:30 30 minutes	Session 1 09:30 – 10:30 60 minutes		Break 10:30 – 10:45	Session 2 10:45 – 11:30 45 minutes	Session 3 11:30 – 12:15 45 minutes	L u n c h 1 2: 1 5- 1 3: 1 5	Session 4		Session 5	
Monday	Strong Start	Whole School Headteacher	Phonics	GR		English	Maths		Maths Mastery 13:15 – 13:30	PE	Science	(20 mins) Transcription / OT / Fine and Gross Motor / Scissor skills
Tuesday	Strong Start	Whole School IAHs	Phonics	GR		English	Maths		Maths Mastery 13:15 – 13:30	History	(20 mins) Transcription / OT / Fine and Gross Motor / Scissor skills	Music
Wednesday	Strong Start	Phonics	GR	Handwriting		English	Maths		Maths Mastery 13:15 – 13:30	Art	Class Worship	(20 mins) Transcription / OT / Fine and Gross Motor / Scissor skills
Thursday	Strong Start	Whole School Worship / Prayer and Praise 14:45	Phonics	GR		English	Maths		Maths Mastery 13:15 – 13:30	Computing	(20 mins) Transcription / OT / Fine and Gross Motor / Scissor skills	Handwriting
Friday	Strong Start	Phonics	GR	Handwriting		PE	PSHE		Lyfta 13:15 – 13:30	RE	(20 mins) Transcription / OT / Fine and Gross Motor / Scissor skills	Whole School Celebration 14:45 – 15:15

Year 1 Maths

	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	Number Place value (within 10) VIEW Free trial					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring	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	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				

Year 1 English

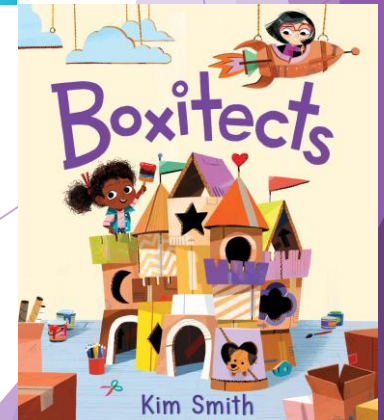
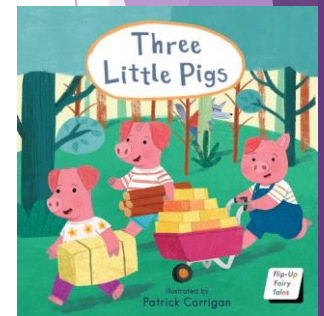
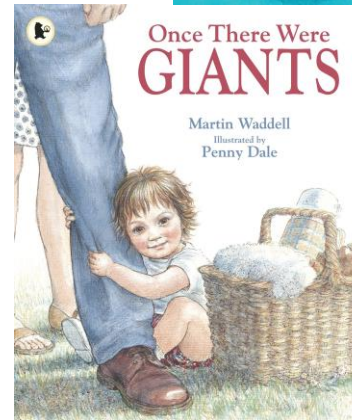
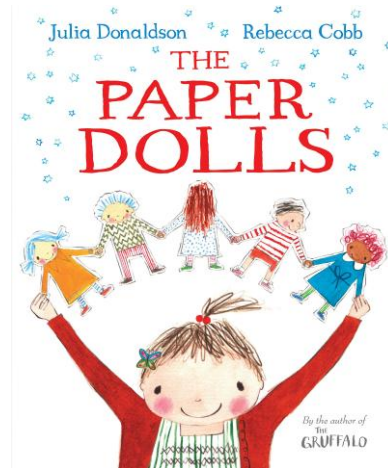
Year 1	<u>Penguins, Possums and Pigs</u> • Stories by the same author – Lost and Found By Oliver Jeffers • Non-chronological reports • Poems on a theme	<u>Fire! Fire!</u> • Poems on a theme • Repetitive patterned stories – Zog By Julia Donaldson • Non-Chronological Reports	<u>Growth and Green Fingers</u> • Classic stories or story on a theme – The Enormous Turnip by Katie Daynes • Instructions • Traditional rhymes	<u>Family Album</u> • Traditional tales – Snow White • Recounts	<u>The Great Outdoors</u> • Stories with familiar settings – The House at Pooh Corner by A A Milne • Non-fiction texts: booklets • Traditional rhymes	<u>Robots</u> • Stories with fantasy settings – No Bot by Sue Hendra • Poems to learn by heart • Recounts
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Reading

- ▶ Please listen to your child read for at least 10 minutes, 5 times per week, preferably every day.
- ▶ Children get rewarded every time they read, not just for completed books, so please keep a record in their yellow reading diaries.

2 Reading books are changed on Thursday

Please also read for enjoyment and interest. Be a reading role model.



Reading Phase & Book Bands

In the infants, children are given phonetically decodable reading books that follow the Red Rose Letters and Sounds phonics programme.

Where needed, books from an earlier phase may be sent home to help fill gaps in phonics knowledge and build confidence and fluency.

Children may read a more challenging book in school during guided reading. Once they are confident and fluent with this, their home reading book will be moved up too.

As children become more fluent readers, the focus shifts towards comprehension. When reading at home, please talk about the story, new vocabulary, characters' thoughts and feelings, and what your child understands about the text.

Phase or Book Band		Suggested Year Group Expectation
Phase 2		Reception
Phase 3		
Phase 4		
Phase 5		Year 1
Purple		Year 2
Gold		
White		
Lime		
Brown		Year 3
Grey		Year 4
Dark Blue		Year 5
Dark Red		Year 5/6
Black		Year 6

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Phase 5 Further Graphemes for Reading and Writing ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y{oo}/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y{oo}/ (stew)	Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2 Phase 5 Further Graphemes for Reading and Writing Phase 5 Alternative Pronunciations for Graphemes	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y{oo}/ (cube) Phase 5 Alternative Pronunciations for Graphemes i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	Tricky Words water where who High Frequency Words again thought through work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y{oo}/ (cute) ue (blue) /y{oo}/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Phonics Screening

- * Children in Year 1 will take this test in June 2027.
- * The test consists of reading 40 words, 20 real words and 20 “alien” words. This assesses children’s ability to segment and blend in order to read words containing phase 3-5 phonemes.
- * We complete phonics daily and provide extra opportunities through strong starts, intervention and through continuous provision.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

 voo

 jound

 terg

 fape

 cag

 meck

 heb

 rab

Home Learning



- ▶ Alongside regular reading at home, Year 1 children will receive an electronic phonics sheet as part of their homework. This will include the phonemes taught during the previous week, along with a range of helpful and engaging games and activities to support their learning.
- ▶ Occasionally, children may also be sent home with short pieces of homework linked to our current topics, as well as personalised phonics targets to practise at home.
- ▶ All login details for our online subscriptions will be provided in the front of your child's yellow reading diary once these have been finalised.

Monday

Tuesday

CVCC words

just, chimp, went, gust

Wednesday

CCVCC words

shelf, things, quisk

Thursday

CVCC words

best, gift, paint, baing

Friday

CCVCC words

feel, free, star, tree



Our week in Phonics

Week beginning:

2nd September 2024

High Frequency
Words

so
said
have
like

Game Ideas

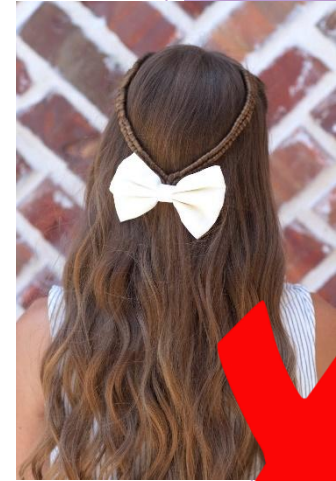
Magic
Words

Phonics
Detective



School Uniform

- * Please make sure that long hair is always fully tied back.
- * On PE days (**Monday and Friday**) children should wear their P.E. kit (purple shorts and white T-Shirt); they may wear plain black tracksuit top/bottoms. On these days earrings should be removed.



Healthy School

We will do our best to ensure the healthy growth and development of our learners. We will do all that we can to build healthy eating and drinking patterns so that our learners thrive and lead healthy active lives.

Children in the Infants are provided with a snack through the School Fruit & Vegetable Scheme.

All children can bring in a healthy snack e.g. fruit for morning play or parents can pay for toast through Parent Pay.



All children should bring a drinks bottle to school which contains **water**.
Milk is available to order for Infants and for under 5s it is free.

School Assessments

At Hesketh-with-Becconsall All Saints Church of England Primary School, we believe that assessment should place the child at the centre of their learning, encouraging them to let their light shine and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. Assessment for learning (AfL) is embedded throughout the school.

“AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.” **Assessment Reform Group**



Assessment at Hesketh-with-Becconsall All Saints Church of England Primary School involves:

- **Setting Targets** - sharing achievable but challenging targets, objectives and success criteria with children, and allowing children to set their own targets with guidance.
- **Tracking** - teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage.
- **Active Interventions** - teacher (with involvement of SLT, SENCO, TAs and parents where relevant) planning appropriate learning to support children in meeting these targets based on information gained from tracking.
- **Reviewing** - teacher, child and other adults reviewing whether targets have been met and progress has been made.

The most valuable form of assessment is formative and is determined by daily interactions and questioning of pupils and marking of books to ascertain their starting points and next steps. Teachers adapt teaching according to their assessment of pupils and to meet pupil needs, even if this means deviating from a planned lesson.

Three more formal assessment cycles take place during the year, at the end of each term.

Save the Date



LTT Dance Festival

1st July 2027

Year 1 Parents Evening

5th October 2026

Any Questions?



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