WELCOME

Welcome to the Year One Parent Meeting

An introduction to life & learning in Year One with Mr. Horgan & Mrs. Giggle

2026 – 2027

An opportunity to hear about life in Year One

At the end of the meeting there will be some time set aside to answer any question you may have.

Learning in Year One

- Moving from the Foundation Stage to the National Curriculum
- A more formally organised day, with greater structure and distinct subjects
- An increase in whole class adult-directed learning, while still providing opportunities for purposeful play
- Greater involvement in personal feedback through our ‘Tickled Pink’ approach

A Broad and Rich Curriculum

- English
- Mathematics
- Science
- Computing
- Art & Design
- Design & Technology
- History
- Geography
- Religious Education
- Physical Education
- Music
- PSHE

Curriculum overviews will be available on our school website.

Curriculum Overview

Science

Exploring animals, plants and their relationship with the changing seasons.

Art & Design

Creating self-portraits through drawing and painting.

Design & Technology

Exploring mechanisms through the creation of jointed, moving puppets.

History

Investigating personal and family history through simple timelines of celebrations.

Geography

Exploring the weather and its effects on the environment in the United Kingdom.

Curriculum Overview

Computing

An introduction to online safety, followed by exploring sorting and grouping.

Religious Education

Creation stories and festivals of light in different faiths.

PSHE

Recognising and looking after our emotions and helping each other to feel safe & happy.

Physical Education

Simple strategies and tactics for games, followed by rhythmic dance with the theme of ‘The Zoo’.

Music

Exploring musical beat and pitch using instruments and voice.

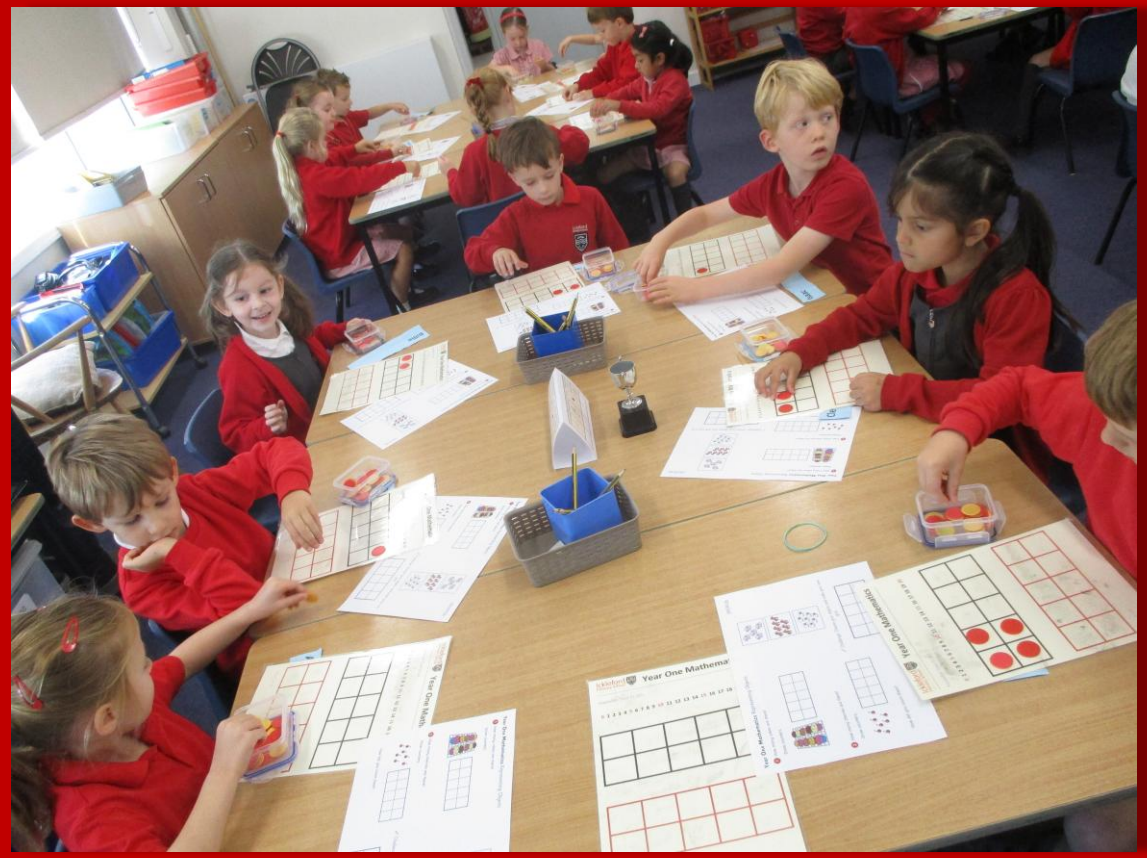
A reminder about oracy

What does that look like in Year One?

Developing reciprocity

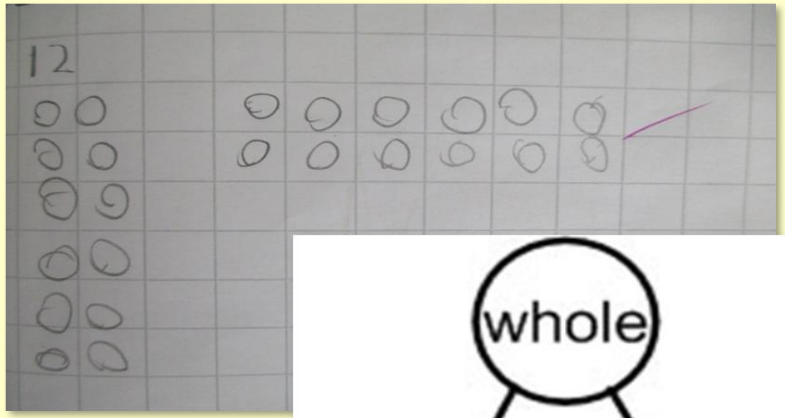
1. **Talking clearly** — so that people understand what you mean
2. **Listening carefully** — so that you know what others are saying
3. **Thinking carefully** — trying to understand what others are telling you
4. **Talking with others** — taking turns and respectfully sharing good ideas (reciprocity)

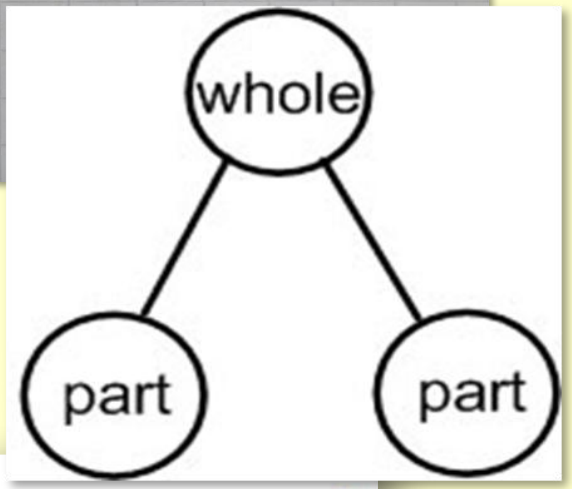
Mathematics Curriculum



Mathematics

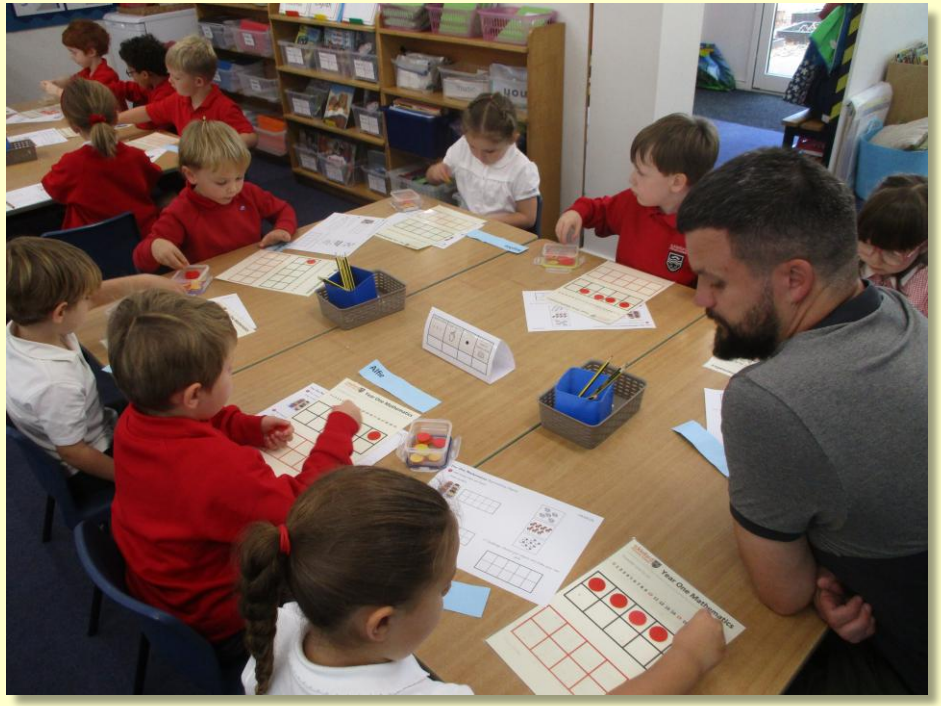
- Mastering key concepts
- Developing practical skills
- Expanding use of mathematical language (oracy link)
- Providing problem-solving opportunities so children can apply their new skills
- Our teaching is adaptive – responsive to the immediate needs, with assessments made against age-related expectations





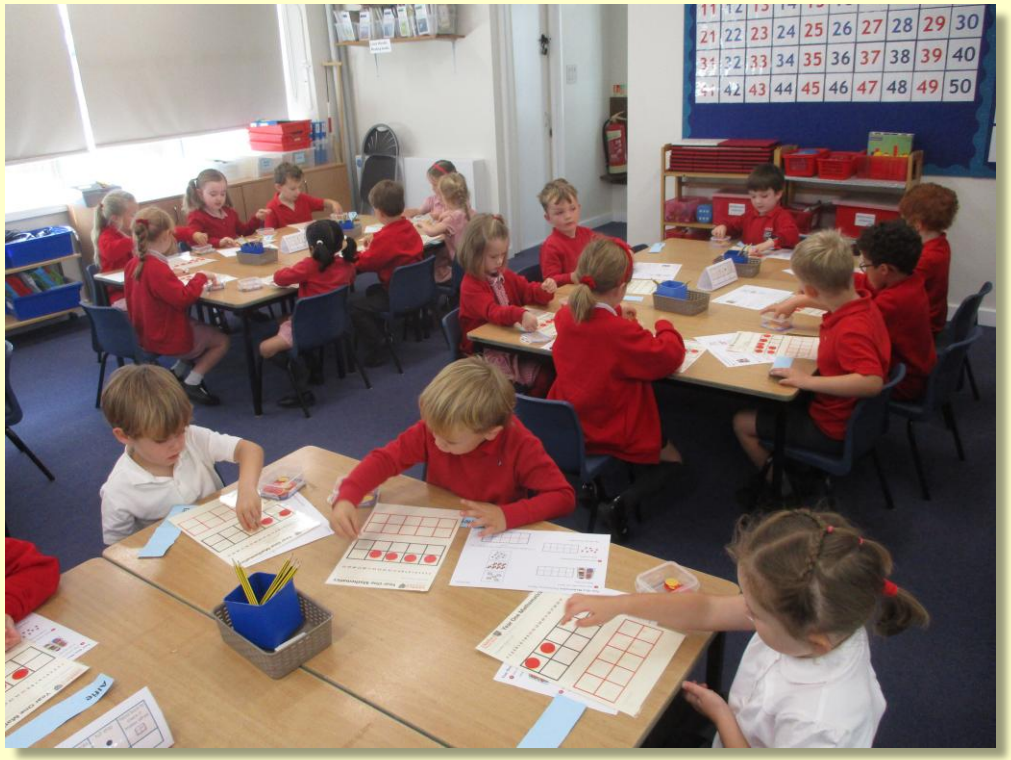
Mathematics: Key Skills & Strategies

- Count, read and write numbers to 100 and beyond using numerals
- Read and write numbers from 0–20 in words
- Add and subtract using one-digit numbers before moving on to calculations involving two-digit numbers
- Use number bonds to 20 to support addition and subtraction calculations



Mathematics: Key Skills & Strategies

- Accurately counting in steps of 2, 5 and 10
- Simple multiplication and division using sharing and arrays
- Recognise different denominations of coins and notes
- Measure and begin to record metric measurements
- Explore fractions of shapes and numbers



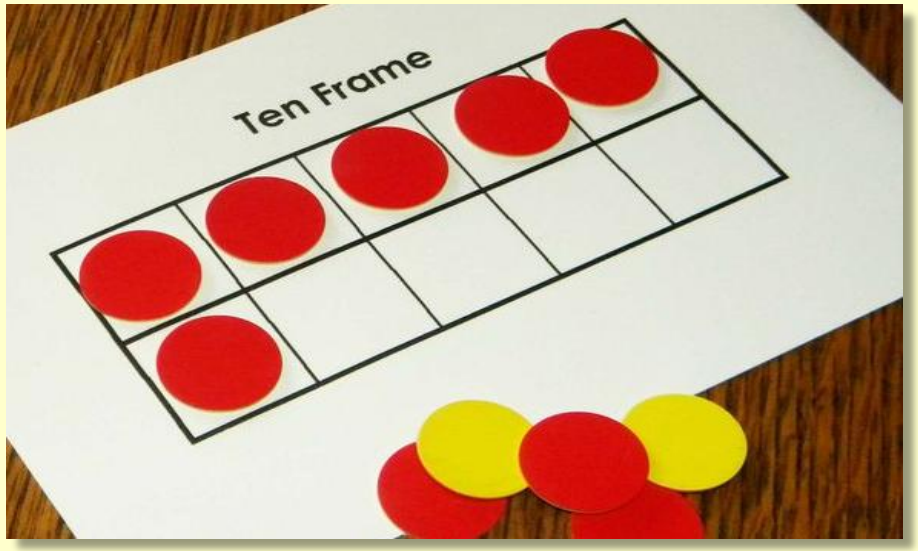
How We Teach Mathematics

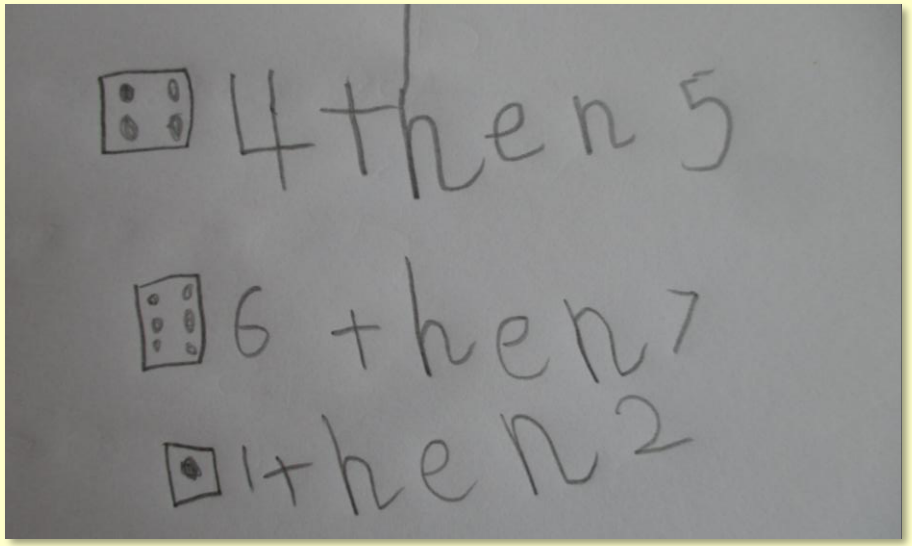
Practical/concrete resources

Pictorial representations

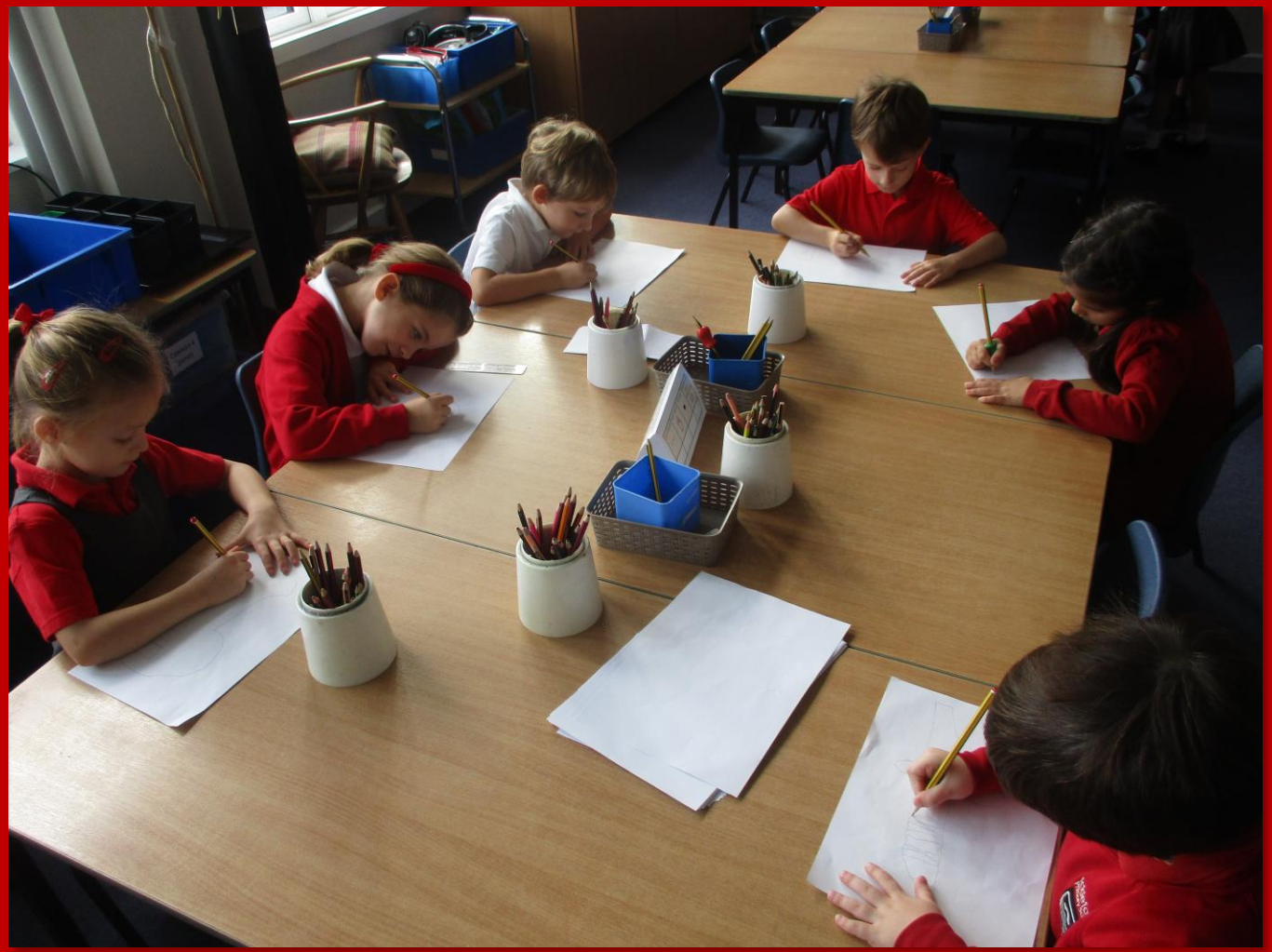
Formal written recording

CPA approach: Concrete → Pictorial → Abstract





English Curriculum



English: Writing

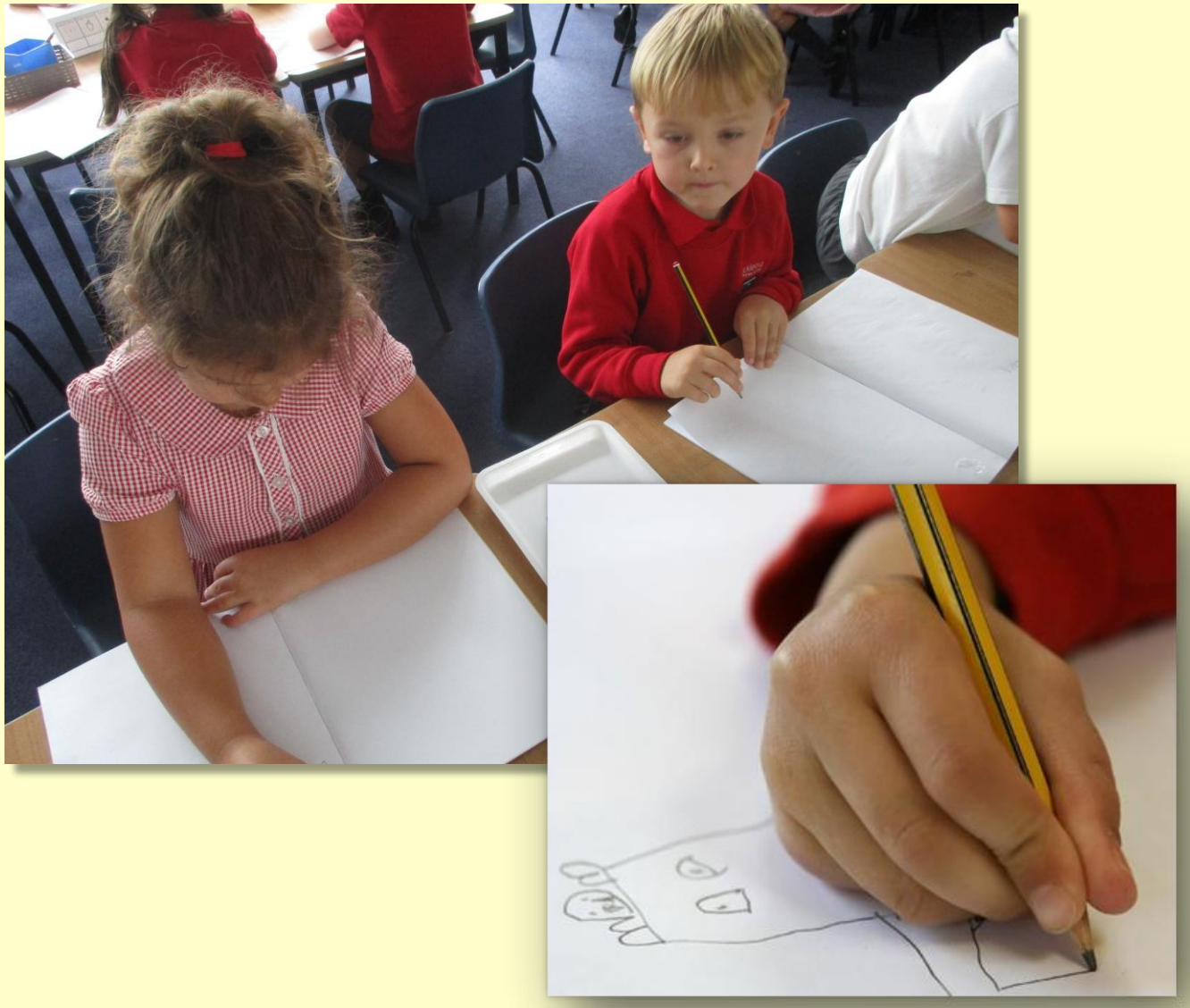
- A combination of technical understanding and the encouragement of imagination
- Explore fiction, poetry and information writing, including recounts, instructions and explanations
- Orally plan sentences and sequence them into short pieces of text
- Read their own writing aloud clearly for others to hear and discuss

English: Writing — Key Skills

- Punctuate sentences using capital letters and full stops, question marks or exclamation marks
- Use phonics strategies to segment spoken words and support accurate spelling
- Spell familiar words and tricky words, such as ‘because’, accurately in everyday writing

English: Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place, while holding a pencil securely
- Form capital letters accurately



Learning to Read

Building on Success

- Our teaching of reading continues to evolve as we have adopted the Little Wandle Reading Scheme
- We use an accredited published scheme for the teaching of phonics and reading
- Fidelity to an approved scheme is considered key
- Our aim is to continue building on our highly successful approach

Little Wandle Letters and Sounds Revised

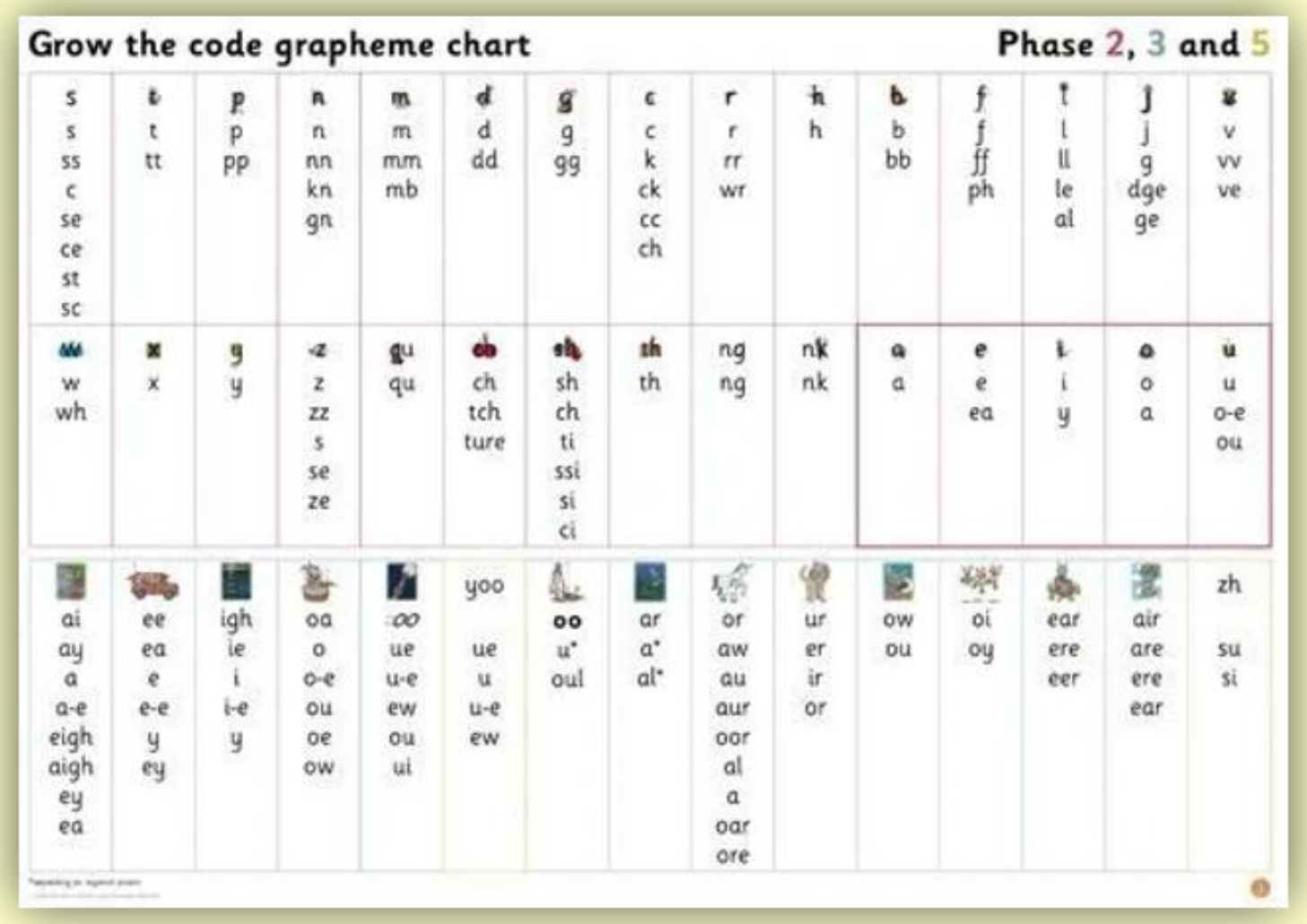
- The Little Wandle Letters and Sounds Revised programme supports our teaching of synthetic phonics for early reading and spelling
- Words are made up from small, separate units of sound called phonemes, which need to be recognised and combined for reading and writing

What is phonics?

- Match individual letter shapes (graphemes) with the sounds (phonemes) they represent
- Blend sounds together for reading and segment sounds for writing
- Identify the different sounds that combinations of letters make, such as ‘ie’ (digraphs)
- Build a bank of tricky words that are harder to sound out but can be remembered

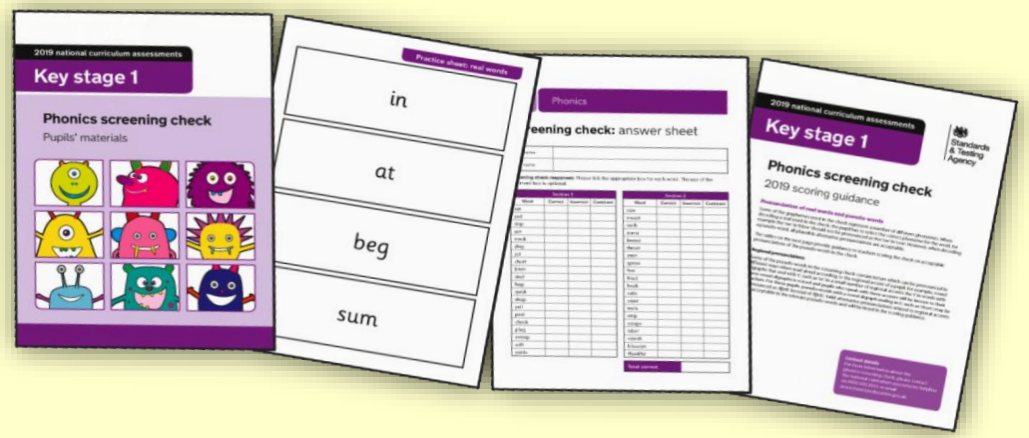
Phonic Sounds

- There are 26 letters in the English alphabet
- These represent over 40 phonic sounds, which children need to learn to become successful readers



National Phonics Screening Check

- The phonics screening check was introduced over a decade ago to monitor national reading standards
- Results are reported to parents and to the DfE
- The check takes place during June 2027
- Children need to read 77% - 80% of the words correctly to meet the expected standard
- Last year our Year One children once again outperformed the national screening results



Teaching Reading

- Daily Little Wandle phonics and vocabulary teaching
- Guided reading
- Rapid Catch-Up intervention where appropriate for children not yet at the 4.1 level on entry to Year One

Little Wandle Reading Books (YR)

ARE Stages across the year

Reception Autumn Term A (first half)
Read Phase 2.1 & 2.2

Reception Autumn Term B (second half)
Begin Phase 2.3

Reception Spring Term A (first half)
Begin Phase 2.4

Reception Spring Term B (second half)
Begin Phase 2.5

Reception Summer Term A (first half)
Read Phase 3.1 & 3.2

Reception Summer Term B (second half)
Begin Phase 4.1

Y1 Autumn Term A (first half)
Complete Phase 4.1 / Begin 4.2

Little Wandle Reading Books (Y1)

ARE Stages across the year

Y1 Autumn Term A (first half)
Begin Phase 4.2

Y1 Autumn Term B (second half)
Complete Phase 4.2

Y1 Spring Term A (first half)
Begin Phase 5.1

Y1 Spring Term B (second half)
Begin Phase 5.2

Y1 Summer Term A (first half)
Begin Phase 5.3

Y1 Summer Term B (second half)
Begin Phase 5.4

Y2 Autumn Term A (first half)
Complete Phase 5.4 / Begin 5.5 (second half)

Guided Reading

- A dedicated set time for reading
- Groups of children work with multiple copies of a text linked to the Little Wandle programme
- Each session has a specific focus, such as decoding, prosody and comprehension
- Clear objectives are set at the start of each session
- Children have opportunities for independent reading and returning to the text
- Children can support and learn from each other

Decoding • Prosody • Comprehension

Reading at Home

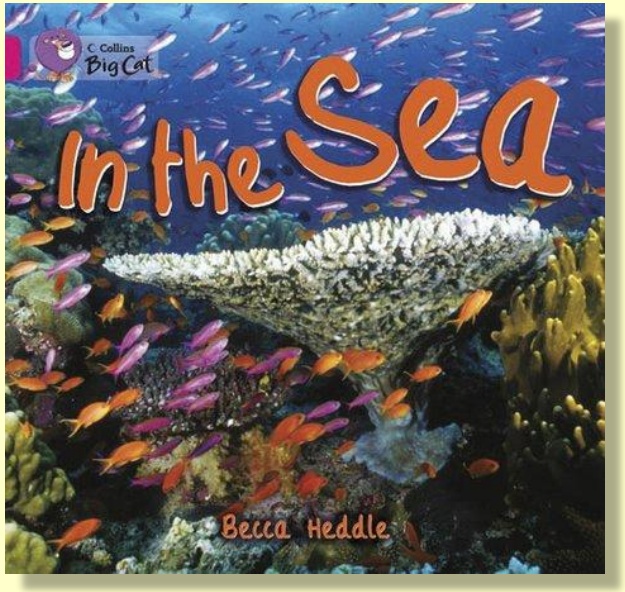
- One Little Wandle books will be issued each week
- Please read this book repeatedly at home each night and return it to school every day
- These books should be read fluently and independently; they should not be overly challenging
- Nightly reading practice decoding, builds confidence, develops fluency and prosody, and strengthens comprehension
- A supplementary book will also be sent home at the same reading level

‘Rapid Catch-Up’ Intervention

- Children entering Year One are expected to be reading books at the 4.1 level or above
- Children who are not yet reading at this level will receive additional support to help them reach their full potential
- Daily sessions focus on revising key sounds and practising blending skills
- ‘Rapid Catch-Up’ homework flashcards will be provided to support class teaching

Introducing Homework

As a school, we have decided to focus our homework activities on reading.



Ickleford Primary School

Year One & Little Wandle Phonics home learning A1:1

To help support your child reinforce the skills they are being taught in school we have prepared a phonic fact home working sheet.

Below you will find the sounds and words that your child has been reading and writing in class this week.

To help increase your child's confidence and fluency please read the sounds and words together until they are able to do it independently.

In addition, you can practise writing them out especially the 'tricky' words. This will help your child build up the range of vocabulary they are able to use in their own written work.

Graphemes

ee	oo	or	ow
igh	ar	**oo**	ear

Spellings

feel	food	sort	down
right	hard	took	hear

Tricky words

go	my	into	out

We will be reading and writing the following sentences:

- Ask your child if they can identify the tricky words?
- Can they recognise the focus sounds?
- Are they able to read the sentences fluently?

Autumn 1 week 1

The toads feel so cool.
The boot on my right foot is too hard.
I can see foxes in the car lights.
We can go down to the town on the bus.

Our Approach to Reading

- Phonics-first approach — encourage your child to sound out unfamiliar words
- Talk about the text and the language used
- Consider why the author has chosen certain words
- Talk about the storyline and characters
- Predict what might happen next
- Read the story more than once to develop fluency and expression
- Practise weekly phonics flashcards

A little bit about school life

Nurturing Our Year One Children

- Our principal aim is to establish a calm, productive and nurturing environment
- This enables children to thrive because they feel welcome, happy and safe
- Being here with the children brings us great happiness and we aim to convey that sense of joy in daily class life

Developing Positive Behaviours

- **Listening skills** — looking at the speaker, attending with eye contact where appropriate, not interrupting and developing reciprocity
- **Attitude to learning** — concentration, trying hard and developing resilience
- **Cooperation skills** — taking turns, teamwork, patience and being helpful
- **Positive relationships** — developing friendship skills and positive play behaviours

Promoting Positive Behaviour

- Consistent modelling of positive behaviours
- Clear and specific verbal praise
- **Positive rewards:**

✓ Golden Rules

✓ Values teaching and our trophy

✓ Zones of Regulation – understanding our different emotions

✓ Stickers

✓ Class teddy

✓ Class reward time (Golden time)

A Balanced Approach

- There may be occasional times when sanctions are a useful teaching tool for supporting behavioural expectations
- Sanctions, if necessary, will be appropriate, proportionate and consistently applied
- They will range from speaking to someone about their behaviour to instituting a time-out period, according to the seriousness of the situation
- Parents will be informed of time-out periods, with follow-up discussions expected at home

Important School Information

The things we are most often asked about...

Communication & Attendance

LG YEAR ONE

- We hold meetings in person, by telephone or on secure school virtual platforms
- We will not discuss school issues via social media
- Please be circumspect in your use of WhatsApp or your preferred platform
- Please send notes for staff members to the school office via Arbor, with email and telephone as alternative options
- Mrs Maurello and Mrs Farrell will take messages and respond as soon as they are able

Communication & Attendance

- Please contact the school through Arbor to report absences or illness
- Please also let us know about any unauthorised holidays so that we can amend lessons and activities where necessary
- Please let us know via Arbor if there is a change to the people collecting your child after school

Uniform, PE Kit & Lost Property

LG YEAR ONE

- Please ensure your child has the correct school uniform and PE kit, helping to give them a sense of purpose and pride
- Please name all items so that we can try to return lost clothing to its rightful owner
- Stud earrings will be covered during PE for safety
- Long hair should be tied back; haircuts should be simple, with no shaved designs
- Stick-on tattoos should be washed off before coming to school
- Nail varnish should not be worn

Watches & Bags

LG YEAR ONE

- Simple, small, inexpensive analogue watches are permitted
- No Fitbit bands or Apple Watches, please
- Thank you for providing book bags to protect our school books
- For safety, please do not write your child's name across the bag in large writing or attach keyrings/ornaments

Medicines

If your child has an asthma inhaler or EpiPen in school, we ask families to provide ‘Medpac’ cases for storage

These cases regulate the temperature of the medicine and have window pockets for photographs to help with quick recognition

Things to Look Forward To...

Special Events & Trips

Harvest Festival

A whole-school celebration hosted at St Katherine's Church by Reverend Mary or Reverend Margaret.

Christmas Nativity

A traditional celebration of the Christmas story by children in Key Stage One and Reception.

School Trips

A summer-term class outing (Yes, on a coach).

Pop-in-and-read-sessions

Your opportunity to visit Year One with your child and read together in class.

Can we help with any questions you may have?

Thank you

Thank you for attending this evening.

More information is available on our school website.

www.ickleford.herts.sch.uk