

Welcome to Year 1
Miss Johnson and Mrs Laljee



"Living and learning, inspired by our faith"

September 2026



Attendance and punctuality



School begins each day at **8.55am**. The school gates open at **8.45am**. Any child arriving after this time is late and is missing out on essential learning and routines. It also causes disruption for the rest of the class.

The register is taken twice a day, once for the morning session and then again in the afternoon.

School attendance should be at **95% or above**. Any child whose attendance falls below 90% is deemed to be persistently absent.

Please ensure that you email or phone the school as soon as possible if your child is absent, so that we know the reason for their absence.

Permission for term-time leave can only be given in **exceptional** circumstances. You will need to complete a request form which can be found on the school app for the attention of the headteacher.



Behaviour

We are consistently kind and respectful to everyone. We look after younger children

We solve problems that arise with our friends calmly and are kind and inclusive to everyone

We can work independently and co-operatively in groups



St Mary's Exemplary Behaviour — at St Mary's we are safe, kind and ready to learn!



We always make sure that **all** teachers and adults feel valued and respected

We make our best effort with our learning and do additional research on topics which interest us

We take a lead in learning, inspiring and acting as role models for others



We **stop** when the end of play whistle is blown



We tidy up equipment, even if it's not ours

We line up quietly in line order



St Mary's Playground Behaviour — at St Mary's we are safe, kind and ready to learn!

We look after equipment and share with each other

We show respect to others and treat each other with kindness

We ask an adult for help when things aren't going well



We line up quietly in line order at all times



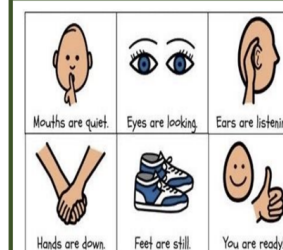
We greet **all** staff and visitors politely with excellent manners and act respectfully

We walk quietly in the corridors and around the school



St Mary's Behaviour Charter — at St Mary's we are safe, kind and ready to learn!

We work hard and take pride in our work and presentation. We take care of our school



We respect each other by using good manners, kind words and actions





Timetable

	8.45-9.05	9.05 – 9.25	9.15 – 10.30		Break	10.45 – 11.40	Lunch	1.00 – 2.00		Break	2.15 – 3.00	3.00	
Monday	Soft Start (Phonics)	Assembly	Pho nics	Maths		English		Handwriting	RE (1.15-2.00)		History/Geography	Story	
Tuesday	Soft Start (Phonics)	Child Led Collective Worship	Pho nics	Maths		PE		English			Science	Story	
Wednesday	Soft Start (Phonics)	Assembly	PE			Music		Maths			Handwrit ing/ Phonics	Computin g	Story
Thursday	Soft Start (Phonics)	Hymn Practice	Pho nics	Maths		English		Handwriting	RE (1.15-2.15)		PSHE/RSE		Story
Friday	Soft Start (Phonics)	Celebration Assembly	Pho nics	Maths		English		Handwriting	RE (1.15-2.00)		DT/Art		Story



Uniform



At St Mary's we take pride in our school uniform and encourage our children to look smart and wear their uniform proudly. Please ensure that all uniform and belongings are clearly labelled with your child's full name.

A full uniform list is available on our school website, together with details of suppliers. Please ensure that your child is wearing the correct uniform.

In line with recent legislation, we only require 3 items of branded uniform with our logo on – school jumper or cardigan, PE sweatshirt and school bookbag or rucksack. If you already have other items with the school logo, or would prefer to wear items which are still available with the school logo, you can still choose to do so.

School uniform **MUST** be adhered to. School coats must be dark green, hair accessories must be green or black. Please note that smart watches are not permitted in school.

Footwear – children can wear black school shoes or trainers that are completely black, including soles.



There will be a preloved uniform sale on **Friday 18th September** at the end of the school day. Further dates will follow later in the term.



PE Days / Uniform



P.E. will be on **Tuesday** and **Wednesday**.

The children are required to wear their P.E. kits for the whole day when taking part in P.E.

All clothing and bags should be clearly labelled with your child's full name.

Please remember to dress your child in the correct uniform on the days they do not have P.E. On the rare occasions that there is a valid occasion why they cannot do so, please inform me in writing in their reading record.



Snacks / Drinks

Your child will be provided with fruit at break time. If your child would like milk, please contact the office.

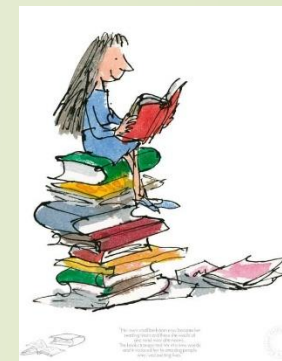
Only water is allowed during class time.

Please note we are a nut free school.

Please label water bottles.



Reading at home



Every child should be reading at home each night for 20 minutes. Books will be changed on your child's reading day. Two books will be chosen at a time. Current books must be returned before new books are given out.

Parents need to hear children reading aloud, even when they are becoming more fluent. This is to ensure they understand what they're reading.

Please use the bookband guides for parents, which can be found in their reading record, so that you know which skills your child should be working on and how you can support them with reading at home.

Please sign the reading diary every day and write a comment where you can, so that we know how your child is progressing with reading at home. You can also communicate messages here.



Reading at home



It all adds up –

If you read for 20 minutes a day, you will have read 1,800,000 words in a year.



Reading Targets in Reading Records

These will be stapled into your child's reading record once they have been assessed and moved up a reading level. These provide you with targets linked to this book band and ways you can support your child at home.



BLUE Book band

Once children can recognise 100 high frequency words, then it's time for Blue. Books at this level will start to become more complex and children will rely less on illustrations. The books in this band also teach children how to read with insight and will encourage them to read with expression.

PUPIL TARGETS

- Choose books that they are interested in from the library
- Start to choose different books to read
- Talk about a story in their own words
- Don't always need pictures to help them understand a story
- Notice and correct some of their mistakes
- Answer questions about the story to show a level of understanding

How to support your child with Blue level books

Your child is now developing into a more confident reader. As they read, you can help by encouraging them to - sound out quickly under their breath or inside their head, if they need to sound out words - recognise and correct their own mistakes - look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks - tell you about what the characters in the story are doing and why they are acting in that way.



GREEN Book band

Books banded Green will have more characters and different forms of text, such as nonfiction, rhymes, diagrams and verse. They introduce more compound words, some longer sentences and more punctuation.

PUPIL TARGETS

- Talk about each of the characters
- Start to read fluently, and use full stops and commas
- Notice rhyming words, even if they are not familiar with them
- Read texts in unusual layouts, such as in speech bubbles and lists
- Use a contents page and glossary in non-fiction books
- Think about the overall plot of the book and talk about how they think it will end

How to support your child with Green level books

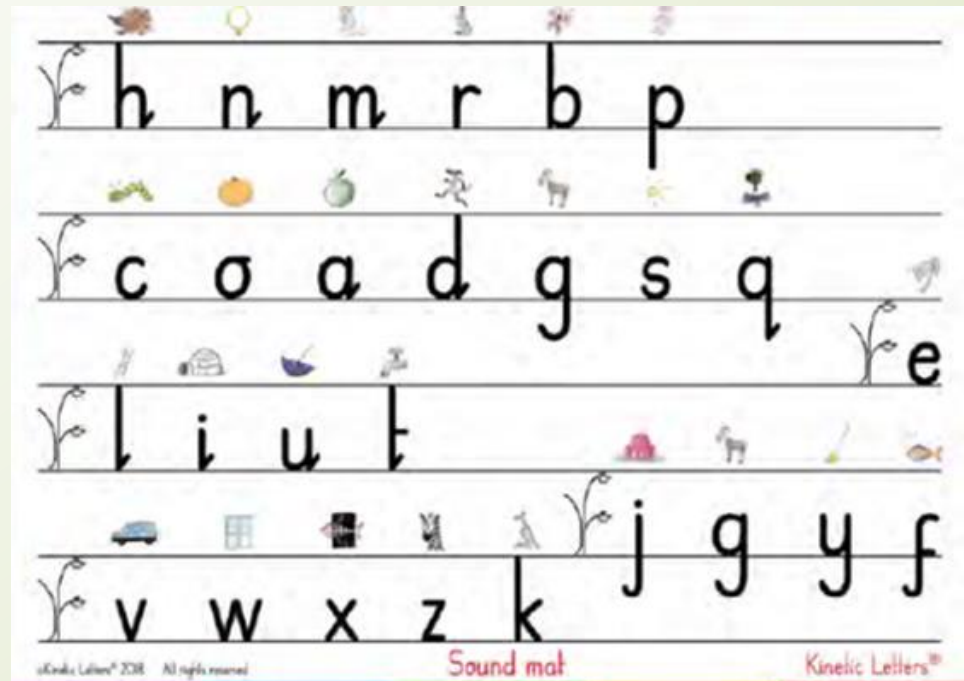
Your child is now developing into a more confident reader. As they read, you can help by encouraging them to - sound out quickly under their breath or inside their head, if they need to sound out words - look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks - tell you about what the characters in the story are doing and why they are acting in that way - show you how they can find particular things that interest them in non-fiction books.



Kinetic Letters Handwriting

We will continue to follow the Kinetic letters handwriting programme that the children focused on in Reception.

This programme not only teaches the children how to form letters correctly, but also how to improve their stamina, posture and motor skills.





Phonics

At St Mary's, we deliver our Phonic lessons through Super Sonic Phonic Friends. Phonics is taught daily. The scheme provides the class with child friendly characters and illustrations which underpin the whole scheme. They are easy to remember with accompanying rhyming phrases that are consistently repeated in every lesson. e.g. Listen with Len, so you don't need a pen.

Phase 3 phonic sounds (digraphs and trigraphs) will be reviewed in the Autumn Term before we go on to Phase 4 (consonant blends) and Phase 5 (alternate digraphs/trigraphs and split digraphs).



Phonics Screening Test

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

What Happens During the Screening?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.



Phonics Screening Test continued...

“ Read as much as possible to and with your child. ”

How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.



White Rose Maths

At St Mary's, we are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy mathematics and to experience success in the subject, with the ability to reason mathematically.

We do this through the White Rose Mathematics Scheme. For each year group, the scheme of learning includes an overview of the maths that your child should be learning at any point in the year. Each year is split into three terms (Autumn, Spring and Summer), and each term comprises individual blocks of learning about a particular topic.

Autumn

Number

Place value
(within 10)
FREE TRIAL

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





White Rose Science

At St Mary's, we recognise how science impacts every aspect of daily life, and without science humankind would not have made progress throughout history. As one of the core subjects taught at primary level, we give the teaching and learning of science the prominence it deserves.

As we have done in Maths, we are now teaching from White Rose Science planning. This scheme is very similar to how White Rose Maths is taught, where subjects are taught in blocks throughout the year.



Fluency Bee



➡ Years 1-4 do this for 15 minutes every morning, to build number fluency.

Fluency Bee aims to develop good number sense and fluency for all children. The programme consists of a daily 15-minute lesson, with fully animated PowerPoint slides and optional fluency-based tasks to follow.

Autumn

Biology

The human body

FREE TRIAL

VIEW

Free trial

Biology
Seasonal changes

VIEW

Chemistry

Materials

VIEW

Biology
Seasonal changes

VIEW

Spring

Biology
Planting A

VIEW

Biology

Animals

VIEW

Sustainability

Caring for the
planet

VIEW



Biology
Seasonal changes

VIEW

Biology
Planting B

VIEW

Consolidation

Summer

Biology

Plants

VIEW

Biology
Planting C

VIEW

Sustainability

Growing and cooking

VIEW



Biology
Seasonal changes

VIEW

Consolidation



Class Dojo

The children are awarded Dojo points throughout the school day. These will be added and collated at the end of the week. Dojo points can be awarded for a number of different reasons including reading, helping others, good listening and hard work.

Please note that we do not respond to messages sent through Class Dojo.



Music and P.E.

Music — Miss Russell



P.E. — Coach Kyle





KIRFs

KIRFs or Key Instant Recall Facts support the mental skills and key knowledge that children need to secure for Maths. They include number bonds and times tables, and are particularly useful in developing confidence and understanding in addition, subtraction, multiplication and division.

These will be displayed on our class page on the website every half term so that you can support your child with building fluency with these concepts. This will enable them to apply this knowledge to other areas of Mathematics and to develop higher order thinking, problem solving and reasoning.

We recommend that you spend 5-10 minutes a day working on these at home.



KIRFs continued...

This is the Year 1 KIRF for Autumn Term 1. These will be displayed in the classroom and on our class page of the website so that you can practice them with your child at home. They aim to build confidence and fluency with number.

Key Facts				Key Vocabulary
1+1=2	11+1=12	1-1=0	11-1=10	15 add 1 12 subtract 1 What is 1 more than 11? What is 20 take away 1? What is 1 less than 15? 10 plus 2
2+1=3	12+1=13	2-1=1	12-1=11	
3+1=4	13+1=14	3-1=2	13-1=12	
4+1=5	14+1=15	4-1=3	14-1=13	
5+1=6	15+1=16	5-1=4	15-1=14	
6+1=7	16+1=17	6-1=5	16-1=15	
7+1=8	17+1=18	7-1=6	17-1=16	
8+1=9	18+1=19	8-1=7	18-1=17	
9+1=10	19+1=20	9-1=8	19-1=18	
10+1=11	20+1=21	10-1=9	20-1=19	

They should be able to answer these in any order, including missing number questions eg $19 + _ = 20$ or $20 - _ = 19$



Homework

Homework will be handed out on Thursday and placed on the google classroom page. Please complete the maths homework online. If you need a paper copy of English, Spellings or Arithmetic, please write in your child's reading record in advance so it can be printed at school. Thank you.

The homework due dates are as follows:

English - Phonics — Monday

Mental Arithmetic Test — Tuesday

Maths — Wednesday

Spelling Test — Thursday



Homework continued...

To support your child, please ensure that they understand the activity and then encourage them to complete the activity as independently as possible.



History and Geography

Autumn: How am I making history?

What is it like here?

Spring: How have toys changed?

What is the weather like in the UK?

Summer: How have explorers changed the world?

What is it like to live in Shanghai?



Independence in Year 1



Year 1 is a big transition year. In order to support children in their learning and development, it is important for the children to develop their independence.

Some helpful things that you can do at home are:

- Ensure that all uniform and belongings are clearly labelled with your child's full name.
- Encourage your child to take their jumpers off, put them on and find them!
- Encourage your child to complete an activity independently or have a go before asking for help.
- Encourage your child to follow instructions independently.



Dates for the Diary

Please always refer to the newsletter and school calendar on the website and school app.

Coming up this Autumn:

KSI Performance Poetry: Wednesday 14th October

Parents Evening: Tuesday 20th October (online)

KSI Nativity performance: Wednesday 9th and Thursday 10th December



Contact

If you need to contact me during the year, please
feel free to email me at:

office@stmarys.hounslow.sch.uk



Questions

Thank you all for listening and I look forward to a wonderful year with the class.

