

Welcome to Year 1



Mrs Mallett (1M)

Miss Wherry

Support: Mrs MacTaggart & Mrs Coombs

What does my child's day usually look like?

Class: 1M		Autumn	Spring	Summer	Academic year: Year 1		Current date: September 2026		
	8:45	8:50 – 9:30	9:30 – 10:15	10:15 – 10:30	10:30 – 11:15	11:15- 12:00	12:00 – 12:55	1:00 – 2:00	1:45 – 3:00
Monday	Register	RWI	Writing	Break	Maths		Lunch	Art/DT	Library & Homework Whole class guided reading & Home Time
Tuesday	Register	RWI	Writing	Break	Maths		Lunch	Music 1:00-1:45	Guided Reading small groups Story & Home Time
Wednesday	Register	RWI	Writing	Break	PE	Guided Reading small groups	Lunch	Music 1:00-1:45	Maths Story & Home Time
Thursday	Register	RWI	Writing	Break	PE	Guided Reading small groups	Lunch	Assembly 1:00 – 1:30	Maths PSHE Story & Home Time
Friday	Register	Handwriting	VC Geog/History	Break	VC Science		Lunch	Computing	Review & Feedback Story & Home Time

Doors open 8.30am & doors close at 8.45am. If you arrive later than 8:45am please take your child to the front office to be registered.

Please be ready to collect your child from their classroom door at 3.00pm. If you are not at your child's classroom door by 3:10pm, your child will need to be collected from the main office.

Year 1 curriculum areas

- **Literacy:** RWI, Guided Reading and Writing, Handwriting
- **Maths:** Maths No Problem scheme (arithmetic, geometry, data and measure, reasoning)
- **Science:** forces, materials, plants, seasons, animals
- **P.E:** gym, games and dance taken by Mr Ashton
- **Computing:** coding
- **Music:** with Mrs Lawrence
- **Topic:** Geography, History, R.E, Art & D.T.



Y1 - Dinosaur Planet



Y1 - Bright Lights, Big City



Y1 - Moon Zoom!



Y1 - Superheroes

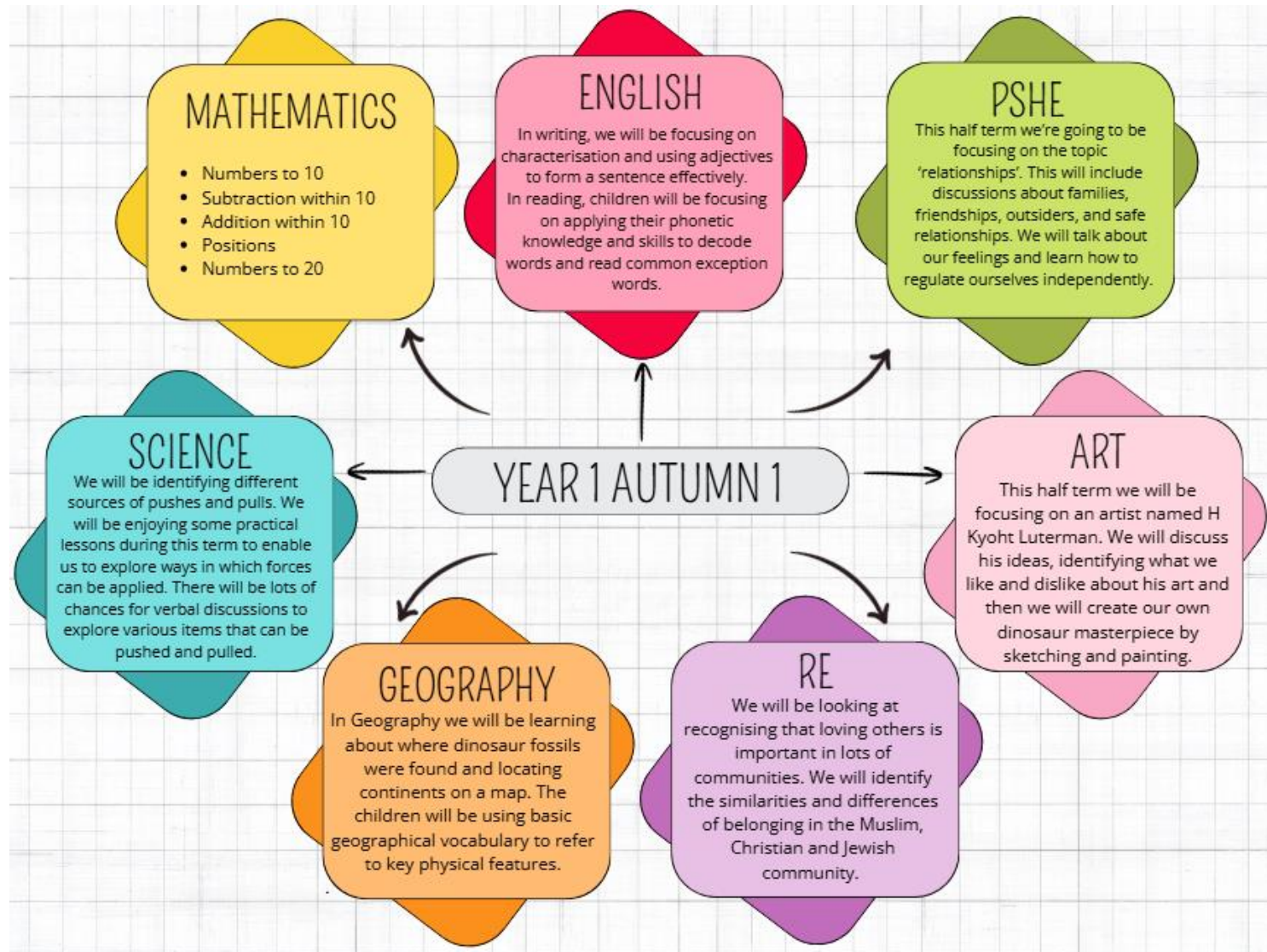


Y1 - Paws, Claws and Whiskers



Y1 - The Enchanted Woodland

Curriculum letter



These checklists show the skills we learn in Year 1

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Year 1 Reading Checklist

Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:
To blend sounds in unfamiliar words using the GPCs that they have been taught.
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
To read words containing taught GPCs.
To read words containing -s, -es, -ing, -ed and -est endings.
To read words with contractions (for example, I'm, I'll, we'll).
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
To re-read texts to build up fluency and confidence in word reading.
To continue to demonstrate a pleasure in reading and a motivation to read.
To link what they have read or hear read to their own experiences.
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To retell familiar stories in increasing detail.
To recite simple poems by heart.
To discuss word meaning and link new meanings to those already known.
To check that a text makes sense to them as they read and to self-correct.
To predict what might happen on the basis of what has been read so far.
To begin to make simple inferences.
To discuss the significance of titles and events.
To join in discussions about a text, take turns and listen to what others say.

Things that support us to learn these skills

Speed Sounds Set 2



Speed Sounds Set 3



New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

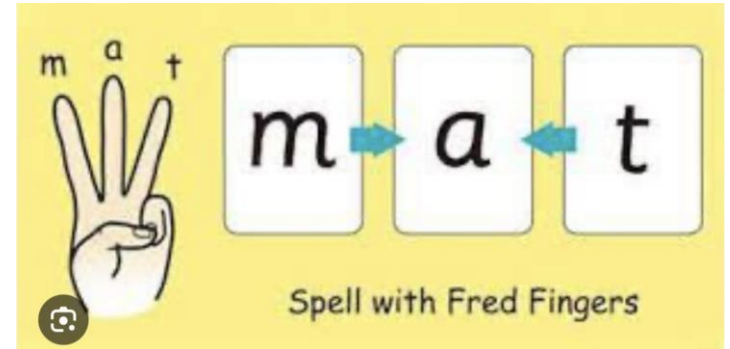
Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

Practice speaking, writing and reading with your child as much as you can at home, this will support their learning at school.

Read Write Inc

ea: cup of <u>tea</u>
oi: spo <u>il</u> the bo <u>y</u>
a-e: make a <u>cake</u>
i-e: nice <u>smile</u>
o-e: phone <u>home</u>
u-e: huge <u>brute</u>
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a <u>better</u> <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebrat <u>ion</u>)
tious / cious: (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

ay: <u>may</u> I <u>play</u>
ee: what can you <u>see</u>
igh: fly <u>high</u>
ow: <u>blow</u> the <u>snow</u>
oo: <u>poo</u> at the <u>zoo</u>
oo: <u>look</u> at a <u>book</u>
ar: <u>start</u> the <u>car</u>
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: <u>whirl</u> and <u>twirl</u>
ou: <u>shout</u> it <u>out</u>
oy: <u>toy</u> for a <u>boy</u>



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blew the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl
			ou shout it out	oy toy for a boy

Speed Sounds Set 3

ea cup of tea	oi spoil the boy			
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Read Write Inc. Phonics: Ruth Miskin on how to teach blending to children - YouTube

These checklists show the skills we learn in Maths

Y1 Maths: I Can Checklist

Number – Number and Place Value I can:
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
given a number, identify one more and one less.
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
read and write numbers from 1 to 20 in numerals and words.
Number – Addition and Subtraction I can:
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
represent and use number bonds and related subtraction facts within 20.
add and subtract one-digit and two-digit numbers to 20, including zero
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$.
Number – Multiplication and Division I can:
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Number – Fractions I can:
recognise, find and name a half as one of two equal parts of an object, shape or quantity.
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Geometry – Properties of Shapes I can: recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]

3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry – Properties of Shapes I can:

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measurement I can:

compare, describe and solve practical problems for:

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

given a number, identify one more and one less.

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

time [for example, quicker, slower, earlier, later]

measure and begin to record the following:

lengths and heights

mass/weight

capacity and volume

time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

recognise and use language relating to dates, including days of the week, weeks, months and years

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Things that support us to learn

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

By the end of Year 1 all children should know their numbers from 0-100.



They should be able to count forwards and backwards and recognise any number that is pointed to.

Please practice at home too!



0 1 2 3 4 5 6 7 8 9 10



Oracy

JANVRIN'S ORACY VISION

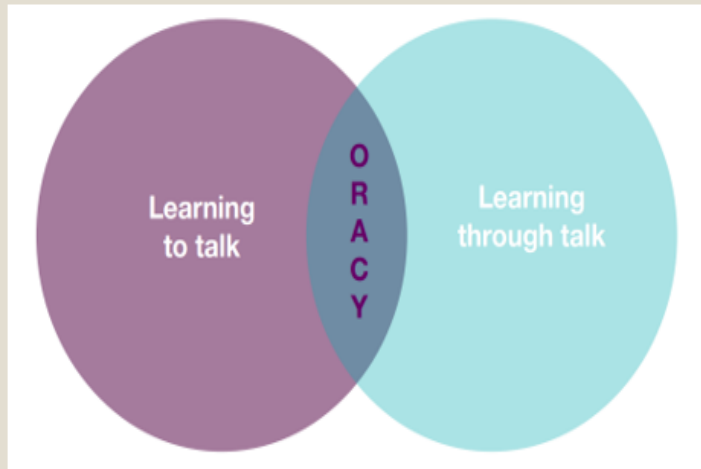
Every child develops the confidence and skills to communicate clearly, listen respectfully, and use talk to deepen their learning. Pupils leave Janvrin with a strong voice, ready to flourish in secondary school, in their communities, and in the wider world.



What is Oracy and why are we teaching it?

Oracy

Your ability to **articulate** and communicate well so that you can develop understanding, **learn** and engage with others through **listening AND spoken language**.



Why are we teaching oracy skills?

- Builds your child's confidence and well-being.
- Provides them quality opportunities to learn.
- Promotes better outcomes at school across all subjects.
- Prepares your child to live positively in our democratic society.
- Enhances employability when they're older!

Oracy opportunities are all around Janvrin. We want to provide all pupils a high-quality oracy education!

Our Janvrin Oracy Vision:

Every child develops the confidence and skills to communicate clearly, listen respectfully, and use talk to deepen their learning. Pupils leave Janvrin with a strong voice, ready to flourish in secondary school, in their communities, and in the wider world.

Homework expectations

Must	Should	Could
READING • Spend time with your child reading their lending library book • Listen to your child reading their levelled reading books (RWI & PM Benchmarking)	MATHS • Complete weekly maths activity sheet. LITERACY • Practise sound of the week and complete activity sheet at home. • Learn Year 1 spelling list.	TOPIC • Complete extra homework task on curriculum letter.

Homework is set **every Monday** and is returned complete the following **Monday**

This should include:

1 x lending library book

1 x RWI Book Bag Book

1 x PM Benchmarking levelled book.

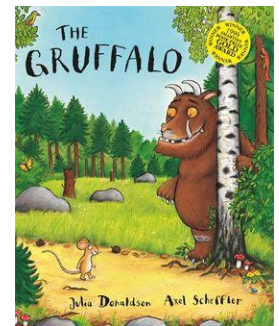
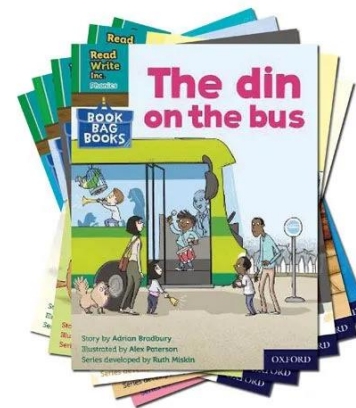
If any book is lost or broken there will be a £5 replacement charge.

Homework folder

- Levelled reading book and RWI book
- Maths Homework sheet
- Sound of the week sheet
- Library book of their choice

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



'ay' Spelling Activity

1. Trace over 'ay'.

ay ay ay ay ay ay ay
ay ay ay ay ay ay ay

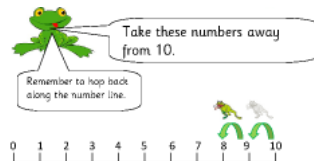
2. Just add 'ay'.

tr...	st...
sp...	cr...oy
pl...	cl...
d...	h...

3. Write the correct 'ay' words under the pictures.



10 - 6 =	10 - 3 =
10 - 2 =	10 - 7 =
10 - 5 =	10 - 1 =
10 - 0 =	10 - 4 =



Multilingual Learners at Janvrin

At Janvrin, it is important to us that we celebrate the diverse cultures and languages that we have at school.

Watch: [Recognising the value of being a multilingual learner](#)

The QR code below links to some additional videos which will answer other questions you may have about supporting your multilingual children at home:

[Why is using my home language important](#)

[What are the benefits of speaking more than 1 language](#)

[Balancing English with my home language](#)

[Avoiding confusion](#)

[Use of my home language](#)

[The value of multilingualism in schools](#)

[Things we do at home](#)

[Home school partnership](#)



Your Home Language is Important

Being multilingual in today's global world is an asset. Parents, you can support your child to recognise that their home language and culture is something to be proud of, a part of their identity, connecting them with their family's heritage. Here are some ideas to encourage your child to maintain and develop their home language.

- 1 Use your home language with your child every day**
Remember the benefits of your home language and remain committed to continuing to use it, no matter your child's age.
- 2 Make sure your child knows how important their family's language and culture is**
Let your child know that your family's language and culture are something to be proud of and to treasure. Explain to your child the many benefits of multilingualism.
- 3 Share your traditions and culture**
All families have a rich heritage. Pass this on to your child by sharing stories, chants, rhymes, poems, sayings, songs and traditions from your culture.
- 4 Read in your home language with your child**
Read books/magazines/articles online/watch films/use APPs together. Read a book to your child every day - in whatever language you feel most comfortable - beginning at birth.
- 5 Check out materials in your language from the library and online**
Look for books, films, and music in your language.
- 6 Help your child with their homework**
If your child needs help with their homework, help them in your own language.
- 7 Look for activities in your community**
Attend cultural activities and meet other families who speak your home language.
- 8 Continue using your home language as your child gets older**
Sometimes children start to prefer to use English as they get older. Continue using your language, even if your children respond in English.

 **Contact Us**
mlinfo@jeron.je



 Parents, YOU are key to maintaining your child's home language



UNIFORM LIST:

BOYS

- Grey trousers / shorts
- White short sleeved school shirt
- Tie
- Janvrin School jumper
- Grey / white socks
- Black shoes
- Hair bands – red, white, black



GIRLS

- Grey trousers / skirt or dress / summer dress
- White short sleeved school shirt
- Tie
- Janvrin School jumper / cardigan
- Grey / white socks
- Black shoes
- Hair bands – red, white, black



YEAR 1 PE DAYS:

Wednesday and Thursday.

PE Kit

Boys and Girls

- Red, plain t-shirt
- Black, plain sport shorts (not branded or too tight/short!)
- Black, plain sport trousers (not branded)
- Black, plain sport leggings (not branded)
- Janvrin School red logo jacket or zip-up
- Comfortable trainers (any colour)
- Short, plain sport socks



Uniform expectations

We are now happy for children to come into school wearing **black trainers**, as part of our active uniform policy.

We are also happy for children to bring **wellies and/or waterproof wet-weather clothing** into school, should they wish to do so.

Unfortunately, we do not currently have a central supply of these items. However, we are hoping to explore fundraising opportunities in the future to help support this provision.



OPAL

Outdoor Play and Learning

Play • Explore • Learn • Be Active • Make Friends



Please make sure your child is **suitably dressed** with appropriate clothing for the weather conditions, as children will be encouraged to go outside even if it is raining.



We now have access to various **fun outdoor areas** such as a mud kitchen, sand pit and more!



Coats, waterproofs and wellies are always a good idea!

Imagine

Create

Explore

Learn

Grow



Outdoor adventures, happier learners!



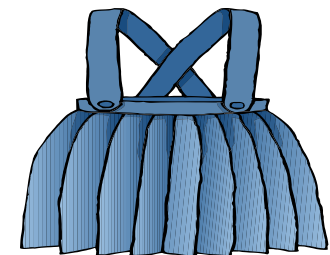
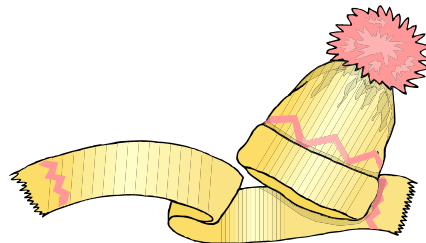
Believe • Achieve • Celebrate

Children do misplace things...

So please

NAME EVERYTHING

then we are more likely to be
able to return it to you!



Please leave toys at home.

Lost property

Any identified items of school uniform will be taken to the School Office. Please check the lost property boxes if you have lost something.

After a short period of time, these lost items may be put forward for a future uniform sale.



Expected behaviour

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

We have high expectations of your children at Janvrin school.

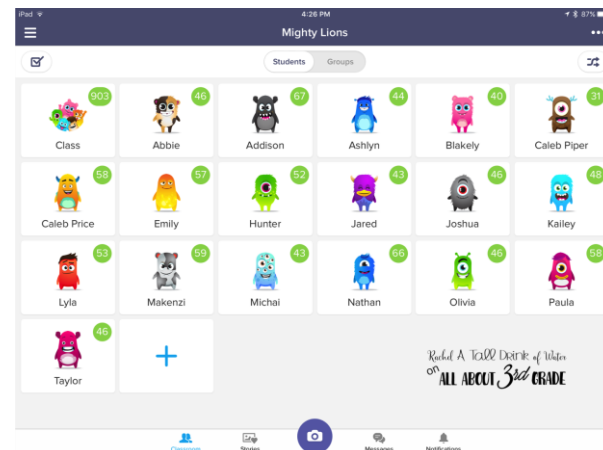
Positive behaviour is praised consistently throughout the school.

We also believe that good relationships support positive behaviour and enables us to communicate with one another efficiently.

These expectations can be found in our 'positive behaviour and anti-bullying policy' on the website.

Key vocabulary: READY – RESPECTFUL – SAFE
Walking feet – kind hands – indoor voices etc...

Rewards

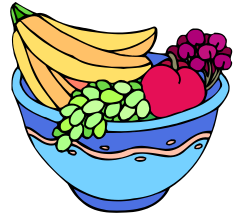


What to bring to school

Everyday:

Cut grapes only!

- Morning fruit/vegetable snack (labelled)
- Lunch box (unless your child is hot lunch)
- Water bottle
- Appropriate clothing for outdoor play....whatever the weather (coat/hat/suncream)



Only on Mondays:

- Homework folder



We are a no nuts school!
(that includes Nutella)

Communication

You will receive emails from the Year 1 team and the office regularly to inform you of upcoming events and will often receive a reminder email for these too.

Please check your emails regularly!



Please inform the office if your child is off sick.



Thank you for coming!
Any questions?



l.mallett@janvrin.sch.je