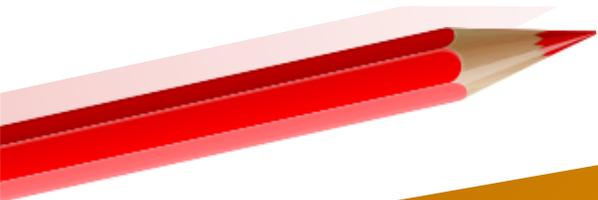




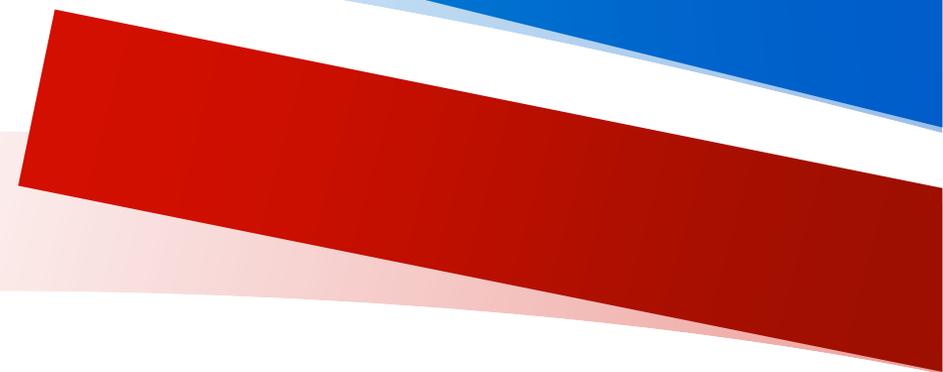
September
2025



Welcome to
Year 1



St. George's
Catholic Primary School



Meet the Staff



Agnes
Teaching
assistant



Helen
Teaching
assistant



Mrs Williams
1W teacher
Year 1 lead



Miss Khalili
1K teacher



Nadia
Teaching
assistant



Maria
Teaching
assistant



Libera
Teaching
assistant



Mrs Barker
Teaching
assistant

Year 1 2025

Senior Leadership Team



Mr O'Rourke
Headteacher



Mrs Burke
SENCO



Mrs
Hukowski
Deputy
Headteacher



Mrs Byfield
Assistant
Headteacher



Mrs
McGivern
Interim
Deputy
Headteacher

Year 1 2025

Transition, what to expect.

In year 1 we continue CPD during the Autumn term and gradually introduce directed learning time, this includes the use of the outdoor area, practical resources during learning and small group activities.

Transitioning requires stopping one task, switching attention and preparing for what is next, we give children plenty of time to develop this skill using a visual timetable and lots of discussion.



A Typical Day

- 8.45: Soft Start and Registration
- 9.00: Guided reading
- 9.15: Phonics
- 9.45: Literacy
- 10.30: Playtime
- 10.45: Math
- 12.00: Lunch
- 1.00: RE
- 2.15 break time
- 2.30-topic/ humanities
- 3.10 Act of worship
- 3.20 Story
- 3.30 Home



Catholic Life of the School

RE is at the heart of everything we do here at St George's. It is through Religious Education that we lay the foundations for our pupils to grow into respectful, spiritual and moral individuals; supporting them in developing and deepening their relationship with God. The children are encouraged to reflect and ask questions about their faith.

Children engage and take part in daily Acts of Worship in the classroom, where the children have opportunities to plan and lead their own worship, choosing appropriate resources to aid this (i.e.. candles, pebbles) and their own mission for everyone to work on (ie. say kind words to someone). This ownership of their worship allows the children to further strengthen their beliefs and relationship with God.

Our topics this year in RE are:

- **Creation and covenant**
- **Prophecy and promise**
- **Galilee to Jerusalem**
 - **Desert to garden**
- **To the ends of the earth**
- **Dialogue and encounter**

Year 1 2025

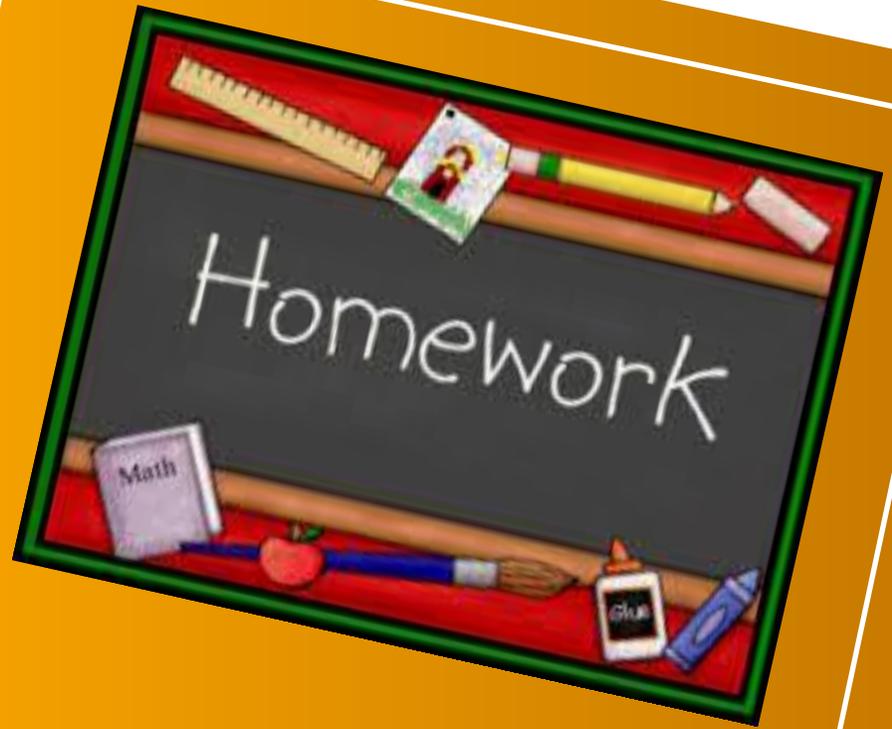
In everything we do today, we are following Jesus and His way.'



Homework

- Homework will be set on DB Primary every **Friday** and is due to be completed by the following **Thursday**. If you have any issues accessing DB Primary, please do let us know. The homework that is set is for you to complete at your leisure with you child. This homework is for you to see what your child is doing in class and where your child's level is.
- Home readers will be sent home on a **Friday** and should be returned the following **on Thursday**. **To enable your child's class teacher to change and read the new book with your child**. Please ensure that when you read with your child you are writing a small comment in their reading journal so that we can further monitor their progress in school. Children choose a reading for pleasure book from our class library.

Year 1 2025



Reading

- In year 1, we will continue to use the reading scheme 'Big Cats' for our guided reading sessions and Bug club for our decodable home readers. Each child has been assessed and are matched with a book suitable to their reading ability.
- The assessment covers both fluency and comprehension skills.
- Children are mostly grouped with readers working at a similar level allowing them to read together through guided reading sessions and activities..

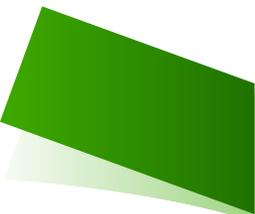
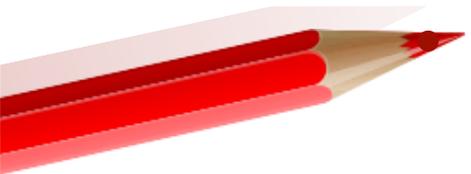
Year 1 2025



When do we read at St George's?

We read during our...

- daily literacy lesson
- daily phonic lesson
- daily phonic game session
- guided reading session 3 times a week
- individual reading books once a week
- daily adult lead storytelling



What we want to know about your reading time



How was your child's....

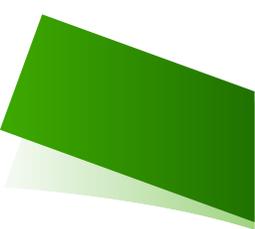
- Phonic knowledge
- Blending and segmenting
- Pace of reading
- Fluency with reading words
- Expression throughout the book

For example;

Jules used his phonics to sound out the word snail really well or Jin was able to identify and sound out using his digraphs today.



Robyn read using intonation which made her reading interesting or William read with more fluency and pace

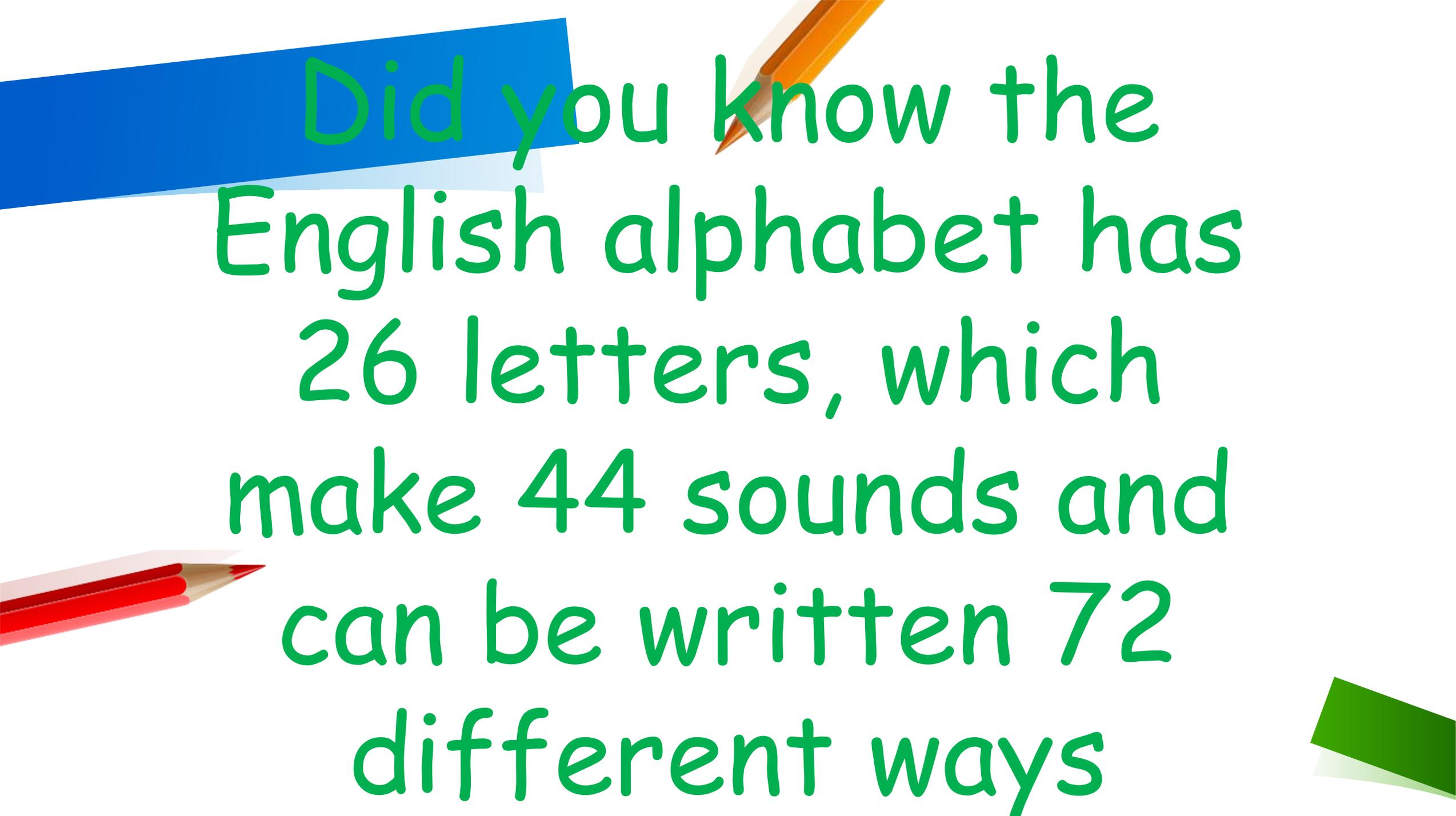


Why do we teach phonics?

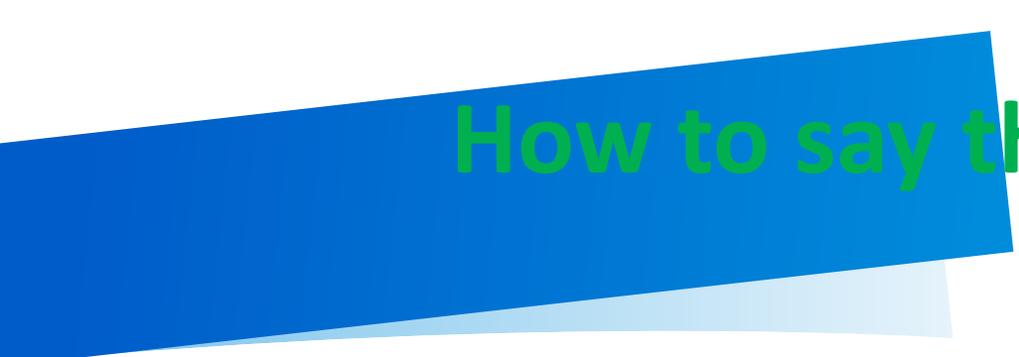
The ability to read has truly become a necessity to survive and thrive in today's society. The best way to teach children to read is to ensure that a high quality, fun and engaging reading programme is delivered to children. This includes a structured phonics program.

Phonics is a method for teaching **reading** and **writing** by developing learners' **phonemic awareness**-the ability to hear, identify, and manipulate **phonemes**- in order to teach the correspondence between these sounds and the **spelling** patterns (**graphemes**) that represent them.

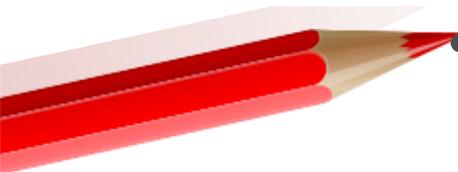


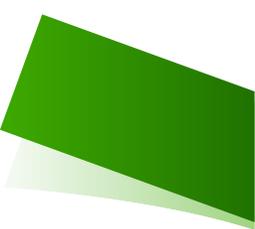


Did you know the
English alphabet has
26 letters, which
make 44 sounds and
can be written 72
different ways



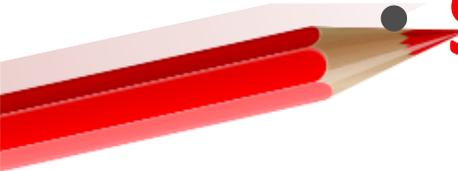
How to say the sounds

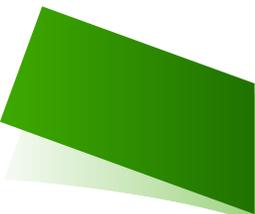
- Saying the sounds correctly with your child is extremely important
 - We say the shortest form of the sounds. No sound has an *er* or *uh* on the end
 - For example : a, b, c, d ,e, f, g, h, l, j,
- 

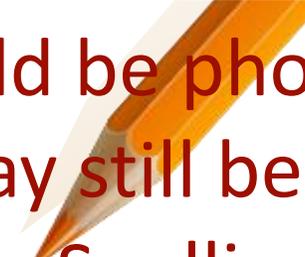


Phase 5

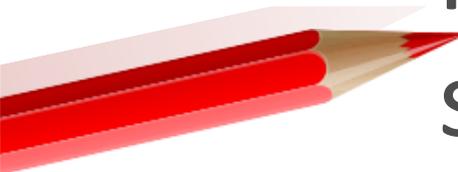


- Children will be taught new graphemes and alternative pronunciations for these graphemes.
 - **digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
 - **Split digraphs:** a_e, e_e, i_e, o_e, u_e
- 

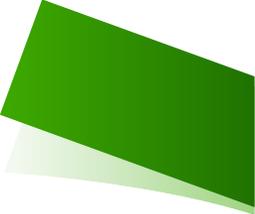




Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

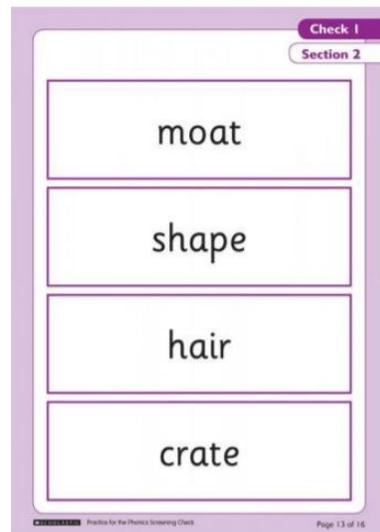


It is tiem too gow hoam sed v
katorpilla. But iy doat wont 2 gow
howm sed th butt or flie. Iy wot to
stai heyr.

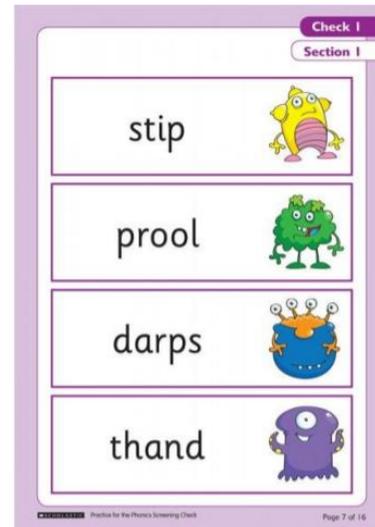


What is the Phonics Screening Check?

- Statutory Assessment for all Year 1 pupils in England
- Designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.
- It will identify pupils who need extra help to improve their decoding skills.
- The check consists of 20 real words and 20 alien-words that pupils read aloud.
- Week Beginning TBC
- If your child does not pass the Phonics screening check, they will sit it again in Year 2. Your child will receive further phonics support in Year 2.



Real words



'Alien' words

Topics

Our Topic is interwoven within our humanities lessons, literacy lessons, art lessons, computing lessons.

- What makes me? (Autumn1)
 - Toys (Autumn2)
 - China (Spring 1)
- Traditional tales (Spring 2)
 - Animals (Summer 1)
- Minibeasts and how to care for them
 - (Summer 2)

Topics are subject to change

Literacy

Year 1: Detail of content to be introduced (statutory requirement)

Word: The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)



Writing expectations/Learning objectives in year 1

Literacy writing

Autumn

Spring

Summer

Spelling

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Can name and write the letter of the alphabet • Spell words containing previously taught phonemes. • Write from memory simple words dictated by the teacher (cvc words-phase 2) • Can segment spoken words into their correct sounds. | <ul style="list-style-type: none"> • Can spell words containing previously taught phonemes (See LW GPC's) • Can segment spoken words into individual phonemes and spell some correctly. • Can spell some of year 1 common exception words | <ul style="list-style-type: none"> • Can spell words containing previously taught phonemes (See LW GPC's) • Can spell most year 1 common exception words |
|--|--|--|

Handwriting

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Can use finger spaces between words. • Can form capital letters. • Can sit correctly at a table holding a pencil comfortably and correctly. • Can write some lower case letters in the correct direction starting and finishing in the right place. • Can form digits 0-9 | <ul style="list-style-type: none"> • Can form most lower-case letters in the correct direction starting and finishing in the right place. • Can form digits with the correct starting point and direction 0-9 | <p>Can form all the lower case letters in the correct direction, starting and finishing in the right direction</p> |
|---|---|--|

Grammar

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Can punctuate some sentences using capital letter and full stop. • Can use a capital letter for the personal pronoun "I" | <ul style="list-style-type: none"> • Can punctuate most sentences using a capital letter and a full stop. • Joining words and joining clauses using 'and' • Punctuate sentences using question mark. | <ul style="list-style-type: none"> • Punctuate sentences using exclamation marks. • Use a capital letter for names of people, places, the days of the week. • Using the prefix un • Can write words using -ing -ed -er and -est where no change is needed in the spelling of root words (eg helping, helper, eating, quicker, quickest) |
|---|---|---|

Composition

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Can verbalise what they are going to write about. • Write sentences by composing a sentence orally before writing it. | <ul style="list-style-type: none"> • Write sentences by sequencing sentences to form short narratives (real or fiction) • Compose and write sentences independently to convey ideas. • Discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> • Write sentences by re-reading what they have written to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and the teacher • Write sentences to form short narratives or simple texts consisting of a paragraph or more. |
|--|---|---|

Children's educational visits

- Throughout the year, we intend use our local community area to help us enrich our children's learning. We will visit Enfield Town, Enfield Town park and The Church often throughout the year. To do this we often will need your help to be part of the outing. Letters will be sent to you when this help is needed.
- In the summer term we will be going on a educational visit further afield to enhance our summer term topic. Details will be sent out as soon as this has been confirmed.

Year 1 2025



Maths Workshop



Year 1 2025

Story/reading Workshop



Year 1 2025

Phonic Workshop

Please email Mrs Williams via the school office: admin@st-georges.enfield.sch.uk

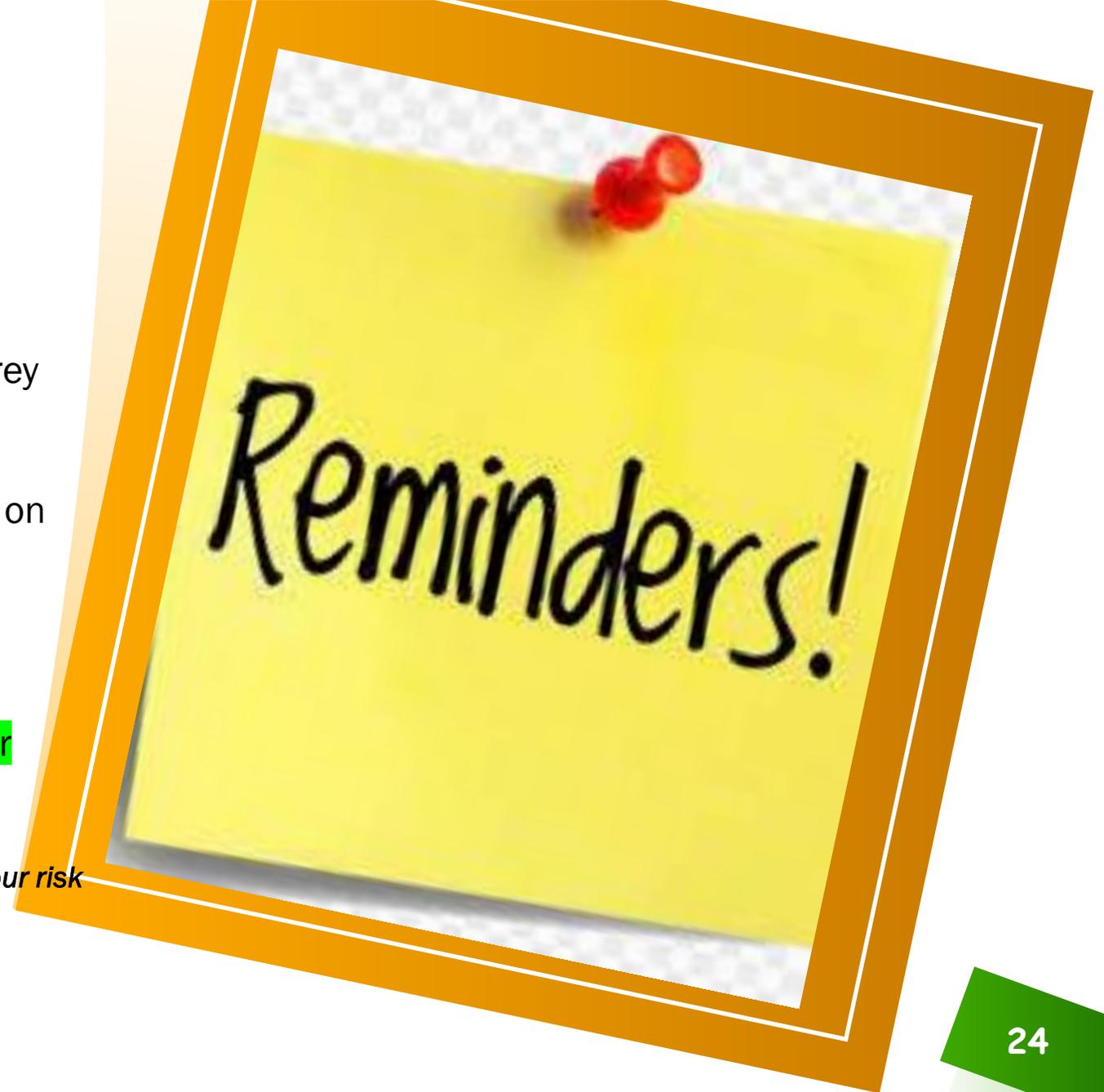
If you would like any help at all with phonic reading or writing for yourself or your child.

Year 1 2025



General Reminders

- School uniform is to be worn each day. White shirt, grey trousers/shorts, navy jumper and a school tie.
- Please ensure children come to school in their PE kit on their PE days.
 - 1W: Games Tuesday and PE Thursday**
 - 1K: Games Wednesday and PE Thursday**
- Please ensure your child has a named reusable **water** bottle each day. Hydration is important to health.
- *No jewellery allowed including friendship bracelets. (forms part of our risk assessment and school policy.)*



How can you support your child at home?

- Studies have shown that in Primary Schools, homework linked to learning in school, can have a positive impact of +3 months. (EEF educational research).
- Support children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. Ensure they have a quiet place to work – away from distractions. Discuss the task and ask them to explain what they need to do.
- Read with your child and encourage discussion around the book to develop children's reading for meaning.
- Practise weekly phonic homework.
- Login to DB Primary to access homework. (If you have any issues with passwords or logging into the learning platforms please let us know by emailing via the office).





Thank You!

