

Meet the Teacher
Year 1
Butterfly Class



Restorative Conversations

Last year, our School Council reviewed some of our school language to ensure it reflects our revised behaviour policy. We believe that the words we use matter. They can shape how children view themselves, their learning and their mistakes.

Our approach focuses on:

- ✓ Person-centred language that sees the child before the behaviour
- ✓ Blameless conversations that focus on understanding and improvement
- ✓ Accurate and respectful terminology that values every member of our community
- ✓ A growth mindset, recognising that mistakes are opportunities to learn

For example, "Reflection Sheets" have evolved to "Reflect & Reset", which may be used collaboratively to support and capture restorative conversations. When appropriate, the outcome of these conversations may be a social story to support the individual instead. This change helps emphasise that the process is about learning, repairing and moving forward, rather than punishment.

Our aim is simple: to help every child feel respected, supported and empowered to make positive choices



Reflect and Reset

What happened?



How were you feeling?

angry	confused	scared	silly

How did my behaviour affect others or myself?

I stopped myself from learning	I stopped others from learning	I felt sad	I made others sad

What can you do to make it right?

Say sorry	Complete my work	Do something kind	I have an idea

Internet Safety & Screen Time Considerations

As technology continues to evolve, helping children navigate the online world safely remains a key priority for our school.

This year and beyond, we will continue to:

- Promote a smartphone-free childhood, encouraging children to engage, play and connect away from screens wherever possible. This includes ensuring screen free alternatives to home learning and considering how and when smart boards are used in classrooms. No smartphones are permitted on site for children; this is in-line with our local secondary school's policy.
- Teach children about Artificial Intelligence (AI), helping them understand both its opportunities and potential risks, and how to use emerging technologies responsibly.
- Develop online safety knowledge and skills through our curriculum, equipping pupils to make informed and safe choices online.
- Work in partnership with families to ensure children receive consistent messages about online safety at school and at home.

New for September - Online Safety Corner

Rather than sending occasional online safety newsletters, from September we will be launching a dedicated Online Safety Corner on our *Nutshell* to:

- Up-to-date guidance and resources
- Information about emerging online trends and risks
- Practical tips for supporting children at home
- Updates on what pupils are learning in school

"Technology will continue to change. Our commitment to helping children use it safely, responsibly and confidently will not."



At every stage of a child's journey, we want pupils to feel valued, motivated and proud of their achievements. As children grow, the way we recognise success develops too, reflecting their increasing maturity and helping them build aspiration and resilience. However, this year we wanted to do things slightly differently to ensure we support our pupils in the best way possible.

Going forward, we are going to celebrate across the school like this:

Year R & Key Stage 1

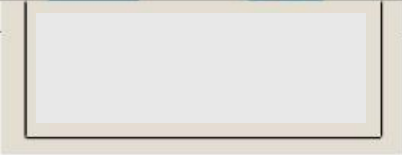
- We celebrate a wide range of achievements and aim to ensure **every** child has opportunities to be recognised throughout the year.
- This helps to build confidence, belonging and a love of learning.

Key Stage 2

- As pupils mature, Celebration Assembly becomes a more prestigious recognition.
- Awards are given to those who have demonstrated exceptional achievement, effort, improvement or contribution linked to our values of ambition, belonging and curiosity. **Not all pupils will be celebrated every year.**
- This helps children to develop determination, resilience and pride in working towards a meaningful goal.
- At secondary school, pupils are not celebrated quite as much as in primary schools, and we want to support our pupils to ease into this transition

As children move through the school, our approach to celebration evolves alongside them. In the early years, we focus on building confidence by ensuring every child experiences recognition and success. By Key Stage 2, celebration becomes more selective, recognising those who have demonstrated exceptional effort, achievement or personal growth. This balance allows all pupils to feel valued while encouraging them to aspire to excellence.





Children Will Need

Clear plastic water bottle

Reading Diary and reading books X 3
(2 individual and 1 'Read Together' book)

Snack (optional as school provide a daily snack).

Fresh fruit or vegetables only – nothing in a wrapper!

Wellies to leave at school



Year 1 Non-Negotiables

English:
Finger spaces
Full stops
Capital letters

Reading

Word Reading

- Segment and blend words including all phase 4 sounds
- Segment and blend words including all phase 5 sounds
- Read the Year 1 common exception words
- Read words containing: -s, -es, -ing, -ed, -er and -est
- Read words with contractions (I'm, I'll, we'll)
- Re-read if reading does not make sense

Comprehension

- Be encouraged to link what they read, or have read to them, to their own experiences
- Re-tell familiar stories and join in with predictable phrases when listening to stories
- Listen to rhymes and poetry and recite some by heart
- Discuss word meaning and link new meanings to those already known
- Discuss significance of the title
- Make inferences on the basis of what is being said and done
- Predict what may happen next



Writing

Spelling & Handwriting

- Spell words containing all phonic sounds taught, as well as the Year 1 common exception words
- Form digits 0 – 9 correctly
- Form capital letters correctly
- Form lowercase letters in the correct direction, starting and finishing in the correct place

Composition

- Write clearly demarcated sentences with a space between each word
- Introduce use of: capital letters, full stops, question marks and exclamation marks
- Use capital letters for proper nouns and personal pronoun 'I'
- Use 'and' to join ideas
- Say out loud what I want to write before writing a sentence
- Write a sequence of sentences to form a short narrative
- Re-read my writing to check that it makes sense
- Read my writing so it can be heard by others



Teach Handwriting

[Home](#)[Teachers](#)[Schemes](#)[Training](#)[Blog](#)[Contact Us](#)

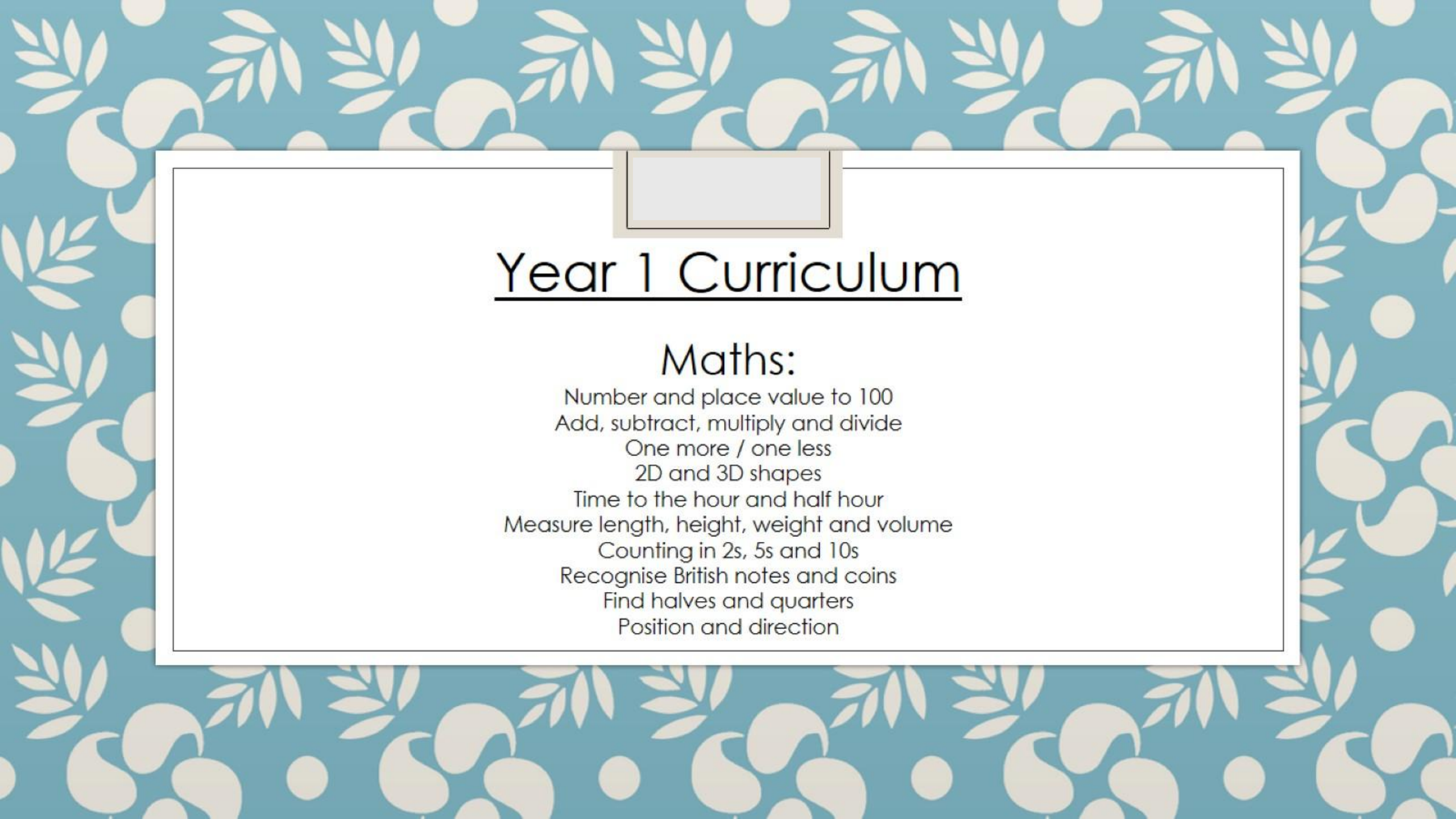
Print Letters - Animations and Worksheets

Letter version 3 - Beginners - Single play

[Turn
on loop](#)[To
Refiners](#)

Straight line - Print Letters

[Worksheets](#)



Year 1 Curriculum

Maths:

Number and place value to 100

Add, subtract, multiply and divide

One more / one less

2D and 3D shapes

Time to the hour and half hour

Measure length, height, weight and volume

Counting in 2s, 5s and 10s

Recognise British notes and coins

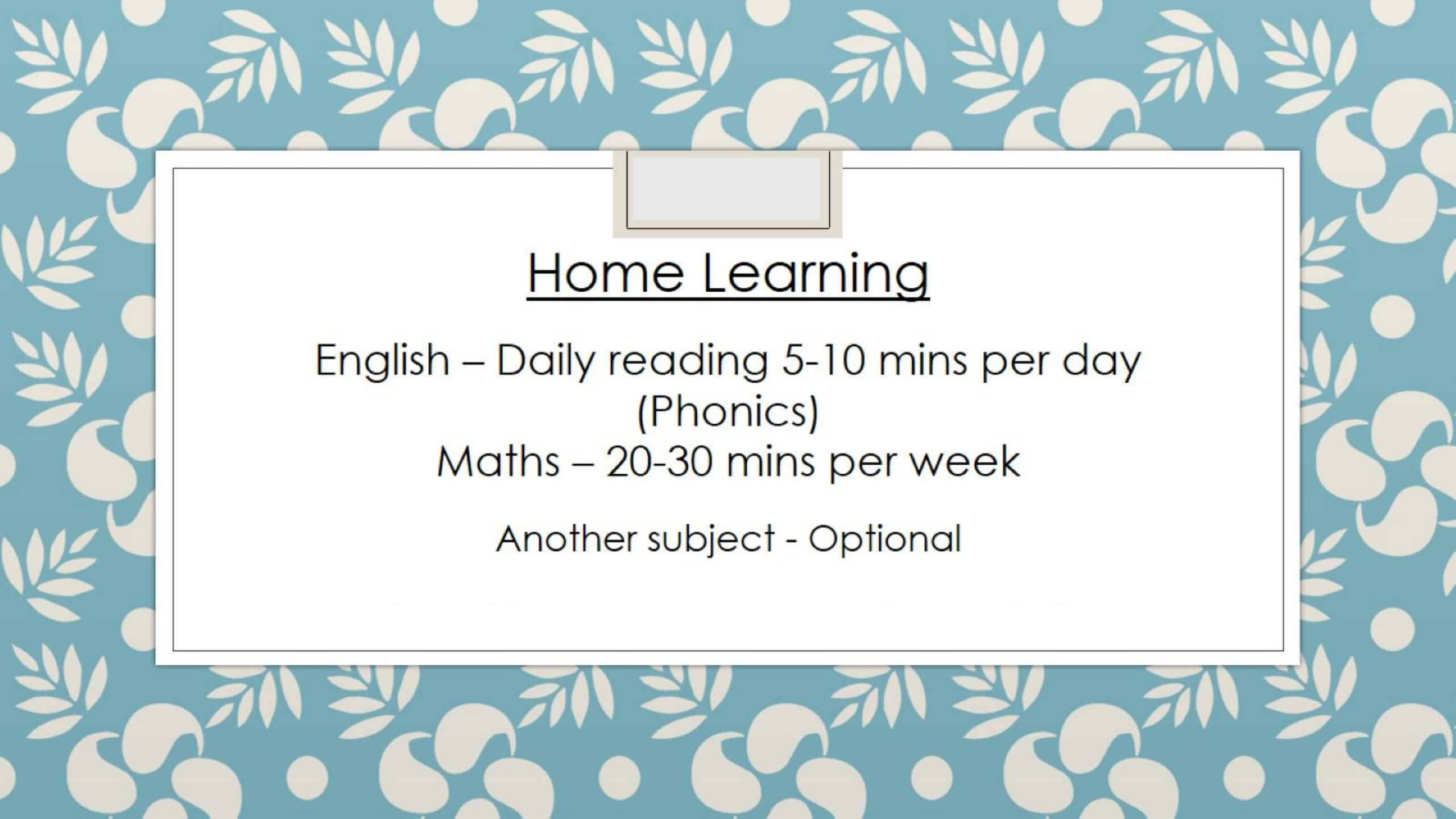
Find halves and quarters

Position and direction

Maths

- Count to and across 100, forwards & backwards from any number
- Read and write numbers to 20 in numerals & words
- Read and write numbers to 100 in numerals
- Say 1 more/1 less to 100
- Count in multiples of 2, 5 & 10
- Use bonds and subtraction facts to 20
- Add & subtract: 1-digit & 2-digit numbers to 20, including zero
- Solve one-step multiplication and division using objects, pictorial representation and arrays
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year
- Tell time to hour & half past
- Recognise and describe a range of 2D and 3D shapes
- Accurately use positional language such as left, right, above and below
- Recognise British coins and notes





Home Learning

English – Daily reading 5-10 mins per day
(Phonics)

Maths – 20-30 mins per week

Another subject - Optional

Learning Tools		
The books that I have shared or read		
Date	Book and page number	Comments and signature

Home Learning

Reading Diary

You don't need to record every time you read, just 3/4 times per week.

Try the Phonics activities in the Reading Diary.

Learning Tools

Sounds, words and pictures

Phase 1

1. Tick the first box when you have learnt the sound.
2. Tick the second box when you can read the word.

Sound	Word	Picture
a	ant	ant
b	ball	ball
c	cat	cat
d	dog	dog
e	egg	egg
f	frog	frog
ff	muffin	muffin
g	rug	rug
h	hat	hat
i	bin	bin
s	s	s
r	r	r
p	p	p
o	o	o
n	n	n
m	m	m
ll	ll	ll
ck	ck	ck
log	log	log
lolly	lolly	lolly
mop	mop	mop
pin	pin	pin
cot	cot	cot
pan	pan	pan
rat	rat	rat
sun	sun	sun

Phase 2

1. Tick the first box when you have learnt the sound.
2. Tick the second box when you can read the word.

Sound	Word	Picture
ant	ant	ant
ball	ball	ball
cat	cat	cat
dog	dog	dog
egg	egg	egg
frog	frog	frog
muffin	muffin	muffin
rug	rug	rug
hat	hat	hat
bin	bin	bin
s	s	s
r	r	r
p	p	p
o	o	o
n	n	n
m	m	m
ll	ll	ll
ck	ck	ck
log	log	log
lolly	lolly	lolly
mop	mop	mop
pin	pin	pin
cot	cot	cot
pan	pan	pan
rat	rat	rat
sun	sun	sun



Internet Safety

Use parental controls.
Supervise Internet use.
Keep talking!

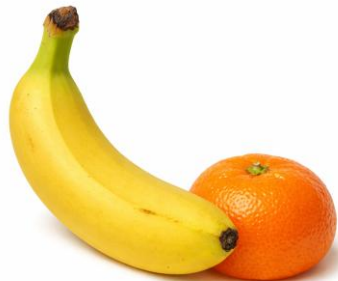


The rise of AI:
Don't believe everything you
see.

(Encouraging critical thinking
and fact checking).



Building Independence



Learning Behaviours

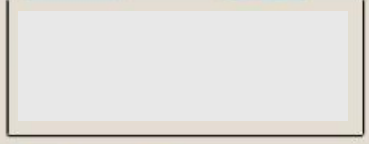


School Policies / Behaviour

[Home](#)[COVID-19](#)[Our vision](#)[News & Calendar](#)[Classes](#)[Curriculum](#)[Virtual Office](#)[Governors](#)[Contact Us](#)[Clubs](#)[Forms](#)[Policies](#)[Uniform](#)

Virtual Office

Looking for general information about the school? Find recent letters, general guidance and other administrative documents here.



Uniform

Infant Winter / Summer Uniform

- School royal blue V-neck sweatshirt or cardigan with school logo
- White short-sleeved polo shirt (school logo shirts available through Brenda's)
- Grey short or long trousers (plain uniform style without adornment)
- Grey skirt or pinafore dress
- Blue and white checked summer dress
- Grey, black or white socks or tights
- Black shoes (not trainers)
- Reversible jacket with logo (optional)
- School scrunchie in school colours (optional)

PE Kit

- School royal blue t-shirt with small logo
- Black PE shorts
- School PE hoodie (optional)
- Trainers for outdoor games (not black plimsolls)
- Black or navy tracksuits may be worn in winter for outdoor games
- An additional pair of socks should be provided for PE

brend



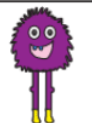
throst



stret



spraw



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Phonics Screening Check – June 2026

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Phonics Screening Check



label

vanish

blossom

thankful

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Phonics Screening Check

June 2027

What I if told you
You the read first line wrong?
Same the with second line
And also the third...



Langrish Journey

Year R



Breathing deeply through image of expanding ball



Starfish breathing
Active listening to the chime to centre themselves
Pufferfish analogy

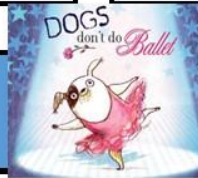


Year 1



Year 2

Pushing against a wall or running laps outside.
Physical release of tension.



Check the website regularly



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