



**West Park CE  
Primary School  
Information  
Book for Parents  
Year 1  
2026-2027**

# Contents:

1. Welcome letter from the Year 1 Team
2. School Aims
3. Teaching and Learning
4. End of Year Expectations
5. Curriculum
6. Homework
7. Timetable
8. Healthy Children
9. Collection and Walking Home Alone  
Guidance
10. Personal Property or Valuables  
including Mobile Phones

Dear Parents,

Welcome to Year 1. This is an exciting year as your child moves from Early Years into the first year of Key Stage 1. We have worked closely with the Reception team to make sure your child has a smooth transition into their new class.

We have also looked carefully at their end of year achievements so we can plan our next activities to enable them to achieve their next steps. Each area of our curriculum will be based on these early stages to start with and as the year progresses we will gradually extend the amount of time they are listening and working on a task with others, and independently. We will also be using our outdoor space to support our learning. Where possible we plan on themes as this allows the children to become immersed in a topic regardless of the specific focus.

We would appreciate it if you would write your child's name on all of their uniform, PE kit and belongings.

This is also the year of the Phonic Screening. This takes place in the Summer term and we will give you more information during the year.

If you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed.

Thank-you

Year 1 team

# The Staff in Year 1:

| Adult                      | Role                                       | Class     |
|----------------------------|--------------------------------------------|-----------|
| Miss Phillips              | Teacher                                    | Sunflower |
| Miss Corocran and Mrs Moss | Teacher                                    | Snowflake |
| Mrs Billet                 | Teacher                                    | Duckling  |
| Miss Peters                | Learning Support Assistant                 | Sunflower |
| Miss Spinks                | Learning Support Assistant                 | Snowflake |
| Mrs Bergun                 | Learning Support Assistant/Learning Mentor | Duckling  |
| Mrs Sleight                | PPA Teacher                                | Duckling  |
| Mrs Moss                   | PPA teacher                                | Sunflower |

# Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

## Our School Values

|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Creativity</b></p> <p><i>'He has made everything beautiful in its time'</i><br/><b>Ecclesiastes 3:11</b></p> <ul style="list-style-type: none"><li>• Find ways to solve problems</li><li>• Explore our talents</li><li>• Be confident to be yourself</li></ul> | <p><b>Faith</b></p> <p><i>'Faith can move mountains'</i> <b>Matthew 17:20</b></p> <ul style="list-style-type: none"><li>• Believe in ourselves and others</li><li>• Believe in something bigger than yourself</li><li>• Take the messages from worship out into our day</li></ul> |
| <p><b>Independence</b></p> <p><i>'Be strong and courageous.'</i> <b>Joshua 1:9</b></p> <ul style="list-style-type: none"><li>• Show perseverance</li><li>• Be more independent as you grow</li><li>• Take responsibility for our learning journey</li></ul>          | <p><b>Kindness</b></p> <p><i>'Encourage one another and build each other up'</i> <b>Thessalonians 5:11</b></p> <ul style="list-style-type: none"><li>• Be kind to ourselves</li><li>• Be kind to everyone</li></ul>                                                               |

# Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# Teaching and Learning

## Revision of reception work

### Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

### Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

| Rules and guidance (non-statutory)                                                                                                                                                                                                 | Example words (non-statutory)           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes. | off, well, miss, buzz, back             |
|                                                                                                                                                                                                                                    | bank, think, honk, sunk                 |
| Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.                                                                          | pocket, rabbit, carrot, thunder, sunset |

| Statutory requirement                                                                    | Rules and guidance (non-statutory)                                                                                                                                                                                                                                                                                                                                     | Example words (non-statutory)                                             |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| -tch                                                                                     | The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.                                                                                                                                                                                                                            | catch, fetch, kitchen, notch, hutch                                       |
| The /v/ sound at the end of words                                                        | English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.                                                                                                                                                                                                              | have, live, give                                                          |
| Adding s and es to words (plural of nouns and the third person singular of verbs)        | If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .                                                                                                                                                                                         | cats, dogs, spends, rocks, thanks, catches                                |
| Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word | <b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.<br>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> .<br>If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding -er and -est to adjectives where no change is needed to the root word             | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.                                                                                                                                                                                                                                      | grander, grandest, fresher, freshest, quicker, quickest                   |

## Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

| Vowel digraphs and trigraphs | Rules and guidance (non-statutory)                                                                 | Example words (non-statutory)                                                |
|------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ai, oi                       | The digraphs ai and oi are virtually never used at the end of English words.                       | rain, wait, train, paid, afraid<br>oil, join, coin, point, soil              |
| ay, oy                       | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay<br>boy, toy, enjoy, annoy                          |
| a-e                          |                                                                                                    | made, came, same, take, safe                                                 |
| e-e                          |                                                                                                    | these, theme, complete                                                       |
| i-e                          |                                                                                                    | five, ride, like, time, side                                                 |
| o-e                          |                                                                                                    | home, those, woke, hope, hole                                                |
| u-e                          | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .                       | June, rule, rude, use, tube, tune                                            |
| ar                           |                                                                                                    | car, start, park, arm, garden                                                |
| ee                           |                                                                                                    | see, tree, green, meet, week                                                 |
| ea (/i:/)                    |                                                                                                    | sea, dream, meat, each,<br>read (present tense)                              |
| ea (/ɛ/)                     |                                                                                                    | head, bread, meant, instead,<br>read (past tense)                            |
| er (/ɜ:/)                    |                                                                                                    | (stressed sound): her, term,<br>verb, person                                 |
| er (/ə/)                     |                                                                                                    | (unstressed <i>schwa</i> sound):<br>better, under, summer, winter,<br>sister |
| ir                           |                                                                                                    | girl, bird, shirt, first, third                                              |
| ur                           |                                                                                                    | turn, hurt, church, burst,<br>Thursday                                       |

|                                     | Rules and guidance<br>(non-statutory)                                                                                                                                                                     | Example words<br>(non-statutory)                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vowel digraphs and trigraphs</b> | Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>                                          | food, pool, moon, zoo, soon                                                                                                          |
| oo (/u:/)                           |                                                                                                                                                                                                           | book, took, foot, wood, good                                                                                                         |
|                                     | The digraph <b>oa</b> is very rare at the end of an English word.                                                                                                                                         | boat, coat, road, coach, goal                                                                                                        |
|                                     |                                                                                                                                                                                                           | toe, goes                                                                                                                            |
| oo (/ʊ/)<br>oa                      | The only common English word ending in <b>ou</b> is <i>you</i> .                                                                                                                                          | out, about, mouth, around, sound                                                                                                     |
| oe<br>ou                            | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . | now, how, brown, down, town<br>own, blow, snow, grow, show<br>blue, clue, true, rescue, Tuesday<br>new, few, grew, flew, drew, threw |
| ow (/aʊ/)                           |                                                                                                                                                                                                           | lie, tie, pie, cried, tried, dried                                                                                                   |
| ow (/əʊ/)                           |                                                                                                                                                                                                           | chief, field, thief                                                                                                                  |
| ue<br>ew                            |                                                                                                                                                                                                           | high, night, light, bright, right                                                                                                    |
|                                     |                                                                                                                                                                                                           | for, short, born, horse, morning                                                                                                     |
| ie (/aɪ/)                           |                                                                                                                                                                                                           | more, score, before, wore, shore                                                                                                     |
| ie (/i:/)                           |                                                                                                                                                                                                           | saw, draw, yawn, crawl                                                                                                               |
| igh<br>or                           |                                                                                                                                                                                                           | author, August, dinosaur, astronaut                                                                                                  |
| ore                                 |                                                                                                                                                                                                           | air, fair, pair, hair, chair                                                                                                         |
| aw                                  |                                                                                                                                                                                                           | dear, hear, beard, near, year                                                                                                        |
| au                                  |                                                                                                                                                                                                           | bear, pear, wear                                                                                                                     |
| air                                 |                                                                                                                                                                                                           | bare, dare, care, share, scared                                                                                                      |
| ear                                 |                                                                                                                                                                                                           |                                                                                                                                      |
| ear (/ɛə/)                          |                                                                                                                                                                                                           |                                                                                                                                      |
| are (/ɛə/)                          |                                                                                                                                                                                                           |                                                                                                                                      |

| Statutory requirements            | Rules and guidance (non-statutory)                                                                                                    | Example words (non-statutory)                                                                                                                                                                                                                                                              |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Words ending – y (/i:/ or /ɪ/)    |                                                                                                                                       | very, happy, funny, party, family                                                                                                                                                                                                                                                          |
| New consonant spellings ph and wh | The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i> ).                | dolphin, alphabet, phonics, elephant<br>when, where, which, wheel, while                                                                                                                                                                                                                   |
| Using k for the /k/ sound         | The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .                                  | Kent, sketch, kit, skin, frisky                                                                                                                                                                                                                                                            |
| Adding the prefix –un             | The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.                        | unhappy, undo, unload, unfair, unlock                                                                                                                                                                                                                                                      |
| Compound words                    | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.             | football, playground, farmyard, bedroom, blackberry                                                                                                                                                                                                                                        |
| Common exception words            | Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used |

# Grammar and Punctuation

| Year 1: Detail of content to be introduced (statutory requirement) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word</b>                                                        | Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun<br><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )<br>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ] |
| <b>Sentence</b>                                                    | How <b>words</b> can combine to make <b>sentences</b><br>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Text</b>                                                        | Sequencing <b>sentences</b> to form short narratives                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Punctuation</b>                                                 | Separation of <b>words</b> with spaces<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br>Capital letters for names and for the personal <b>pronoun I</b>                                                                                                                                                                                                                                                            |
| <b>Terminology for pupils</b>                                      | letter, capital letter<br>word, singular, plural<br>sentence<br>punctuation, full stop, question mark, exclamation mark                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the sounds that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

## Handwriting

Handwriting will be practiced daily and focus on letter formation, spelling of common exception words (Red words) and dictated sentences. The children will also practice and understand the importance of;

- sitting correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practice these.

# End of Year Expectations

## Reading

- Speedily read all basic phoneme/graphemes
- Read accurately by blending known GPCs  
Read common exception words
- Read common suffixes
- Read multi-syllable words containing known GPCs
- Retell familiar stories and traditional tales
- Recognise and join in with predictable phrases
- Recite some poetry by heart
- Understand texts based on prior knowledge or provided information
- Correct inaccurate reading by check for sense
- Discuss the significance of title and events
- Make inferences on the basis of what is said and done
- Make predictions based on reading so far
- Explain clearly understanding of what is read to them

In Year 1 children have RWI daily phonics sessions with some children also receiving precision teaching to support their phonic knowledge. This will include 'Sound Detective' activities where the children are encouraged to find phonemes within words.

In addition to this your child will read at least once a week in school with the class teacher and once a week with the class Learning Support Assistant. They will bring home reading books that are matched to their phonic knowledge which they will be able to read by themselves. We value the reading evidence you provide in your child's diary, and are always keen to hear about any books, comics, recipes, newspapers or texts that your child has shown an interest in.

## Writing

- Spell words using the standard phonemes
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Understand spelling rules for adding 's'
- Use suffixes -ing, -ed, -er and -est
- Sit and hold writing implement correctly
- Begin to form lower-case letters correctly
- Form capital letters
- Form digits 0-9
- Compose a sentence orally before writing
- Sequence sentences to form short narratives
- Read writing aloud audibly and clearly
- Leave spaces between words
- Join words and clauses using 'and'

## Maths

- Count to and across 100 from any number
- Count, read and write numbers to 100 in numerals
- Read and write mathematical symbols: +, - and =
- Identify "one more" and "one less"
- Use number bonds and subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Recognise, find and name a half
- Recognise, find and name a quarter
- Measure and begin to record length, mass, volume and time
- Recognise and know the value of all coins and notes

- Use language to sequence events in chronological order
- Recognise and use language relating to dates
- Tell the time to the half-hour, including drawing clocks
- Recognise and name 2D shapes

## Science

- Use different approaches to answer scientific questions
- Carry out simple tests
- Organise objects or materials into groups
- Name the main parts of plants and trees
- Name the main parts of the body, including those related to the 5 senses
- Distinguish between an object and the material from which it is made
- Describe the simple physical properties of a variety of everyday materials
- Describe how the weather varies with the season

# Curriculum

|          |                  |          |                    |
|----------|------------------|----------|--------------------|
| Autumn 1 | Marvellous Maps  | Autumn 2 | Toys               |
| Spring 1 | Animal Kingdom   | Spring 2 | The Great Outdoors |
| Summer 1 | Brilliant Bodies | Summer 2 | Castles            |

Each half term we will send a detailed outline of the half term which will show both the teaching focus and the expected outcomes.

Occasionally children may be asked to bring in topic related items.

## Homework –

In Year 1 your child is expected to complete

- 5 minutes of reading 5 times per week
- complete a short weekly maths challenge, this may be Numbots.
- spend 2 minutes 5 times per week practising spelling their Red words.

## Timetable-

As a school we keep the timetable flexible to ensure we meet the needs of our pupils. Please make sure your child has the correct equipment each day. This includes: Water bottle, library books, homework diary and reading books.

Your child will wear their PE kit on the days they have PE. We do go outside for PE regularly, so please wear jogging bottoms and a sweatshirt in the colder months so your child is warm enough. Please ensure if earrings are worn that these are either removed or covered by tape on PE days. **All items must be clearly labelled.**

| Class     | PE Days            |
|-----------|--------------------|
| Snowflake | Monday /Thursday   |
| Duckling  | Tuesday / Thursday |
| Sunflower | Tuesday /Thursday  |

| Class     | Library Days |
|-----------|--------------|
| Snowflake | Tuesday      |
| Duckling  | Wednesday    |
| Sunflower | Monday       |

## Healthy Children

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

Please provide your child with a water bottle so they can drink water in the classroom. Squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide a snack it must be a healthy snack e.g. fruit or vegetables. It should not be sweets, chocolate or biscuits.

## Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

- Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

## Procedures

### **Pupils in Foundation Stage (EYFS) or KS1 (Years 1 & 2)**

All children in EYFS and Key Stage 1 must be brought to and collected from the school site by a named adult.

Older brothers or sisters in school should not bring or collect younger siblings.

No-one other than named people will be allowed to collect unless school has been contacted in advance. If staff do not have this information, they will check with the school office which will delay collection.

## Personal Property or Valuables including Mobile Phones

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.