

2025-2026 New School Year



Welcome to Year 1

Values: Belonging, Kindness, Choices and Adventure

The Alwyn Aims

These are the rules we all try to follow:

- Use kind hands, feet and words
- Say how we feel
- Look and listen
- Look after our things
- Always do our best



School Uniform

School Uniform

Winter Uniform

Girls' - Winter

White polo shirt
Grey pinafore/skirt/trousers
Alwyn sweatshirt or
Alwyn cardigan
Grey tights/white
or grey socks



Boys' - Winter

White polo shirt
Grey or black trousers
Alwyn sweatshirt or
Alwyn cardigan
Grey or black socks



The children should wear black school shoes or plain black trainers without logos.

Summer Uniform

Girls' - Summer

Green and white dress
White socks
or
Grey skirt/shorts/trousers
White polo shirt
Grey or white socks

Boys' - Summer

White polo shirt
Grey shorts/trousers
Grey socks



Uniform can be purchased from Goyals or School Days Direct.

They do not need a bag, just their book bag with no more than one keyring. No jewellery. **Name everything!**

Year 1 Team

Beech Class

Teacher

Mrs Alston (Mon-Wed)
Mrs Saikal (Thu-Fri)

Class Teaching Assistants

Mrs Macciness-Tall

beech@alwyn.org.uk



Hazel Class

Teacher

Mrs Evans (Mon-Wed)
Mrs MacLeod (Thu-Fri)

Class Teaching Assistant

Mrs Lawrence (am)

hazel@alwyn.org.uk



Maple Class

Teacher

Mrs Andrade - Year Leader

Class Teaching Assistant

Miss Knowles

maple@alwyn.org.uk



A Typical School Day

Drop off 8.50am / Pick up 3.20pm

8:50-9.00 Soft start and register

8.50-9.30 **Continuous Provision**

9.40-10.10 **Phonics**

10.15-10.30 Break Time

10.30-11.00 **Handwriting**

11.00-11.40 **Maths**

11.40-11.55 Tidy up and story time

12.00-1.00 **Lunch Time**

1.00-1.15 Register and check in

1.15-1.35 Mastering Maths

1.40-2.20 **Talk 4 Writing**

2.20- 2:50 **Topic time**

2:55-3.20 Assembly, Tidy up, Hometime



Continuous Provision – New to Year 1 this year

Continuous provision is a thoughtfully planned, stimulating environment with consistent access to open-ended resources that children can use daily to explore, investigate, and direct their own learning. It creates a safe space for children to become independent, make choices, take risks, and build skills through self-directed play and exploration, supported by adults who observe and offer guidance when needed.

We want the children to develop their vocabulary, social skills, physical development, independence and thinking skills.

Additional resources are put out linked to termly learning topics.

Topics in Year 1

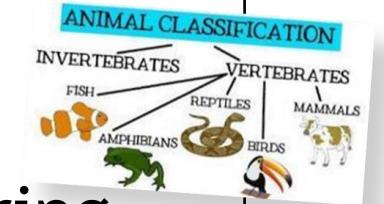
Autumn

History of Toys
Around the school and the park
Materials/Human Body/Autumn/Winter



Spring

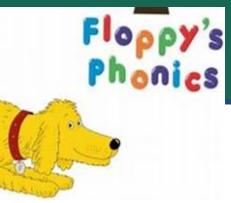
History of Alwyn School
Maidenhead as a settlement
Planting/Animals/Caring for the planet/Spring



Summer

Homes
London as a settlement and capital city
Plants/Growing and cooking/Summer





- Floppy's phonics -supports the teaching of reading and spelling.
- Worksheet completed in school and sent home for revision. Please go through this with your child at home.
- Sound videos can be found on the school website
- **Phonics screening check** - It is designed to give teachers and parents information on how your child is progressing in phonics.
- **Reading book sent home- read every day with your child**
- Read with me book – a book with sounds your child may need help with
- Changed twice a week on a Monday and Thursday
- Please write a note to show that your child has read. We will only change reading books if your child has read it at home with you and a comment has been written

READING DIARY COMMENTS ON FLUENCY AND EXPRESSION

Note how confidently and smoothly your child reads.

- "Read most sentences in one go without needing to sound out every word."
- "Used a lively voice for the bear and a quiet voice for the mouse."
- "Paused correctly at commas and full stops."
- "Re-read a tricky page to make it sound smoother."
- "Changed pitch to show excitement during the surprise ending."
- "Read with a steady pace, not too fast, not too slow."
- "Added expression to questions, lifting voice at the end."
- "Recognised speech marks and used different voices for each character."
- "Stopped and self-corrected when a sentence didn't sound right."

KEY TERMINOLOGY

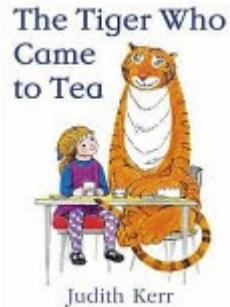
- **Grapheme** - the written letter or group of letters that represents a sound (phoneme).
Example: the letters sh are the grapheme for the /sh/ sound.
- **Digraph** - two letters that make one sound.
Examples: ch, oa, ee.
- **Split digraph** - a digraph that is "split" by another letter, but still makes one sound.
Examples: a-e in cake, i-e in time.
- **Trigraph** - three letters that make one sound.
Examples: igh in night, ear in dear.
- **Tricky word / common exception word** - a word that cannot be fully sounded out and must be learned by sight.
Examples: the, said, one, are.

Write down when your child notices sounds, blends, or uses phonics strategies.

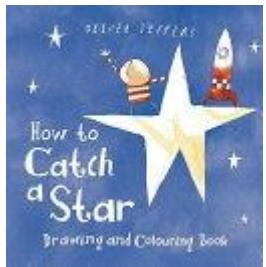
- "Blended st-r-ee-t to read street independently."
- "Quickly spotted the oa in boat and road."
- "Used the split digraph a-e to read make and cake."
- "Recognised the alternative ow sounds in snow and cow."
- "Segmented and blended longer word fantastic without help."
- "Remembered tricky word people after practising yesterday."
- "Used initial sounds to guess butterfly before sounding the rest."
- "Identified silent k in knock and knife after a reminder."
- "Noticed and explained that ph makes the /f/ sound in phone."



Talk for Writing

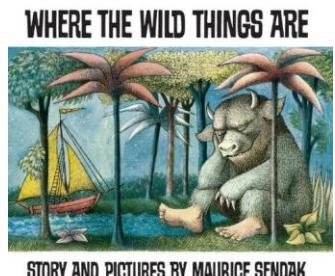


Talk for Writing, developed by author Pie Corbett, is a teaching framework that helps children develop their writing skills by "talking the text" before they write it. The approach, divided into three stages – Imitation, Innovation, and Independent Application – focuses on children internalising the language and structures of different texts by first experiencing them orally.



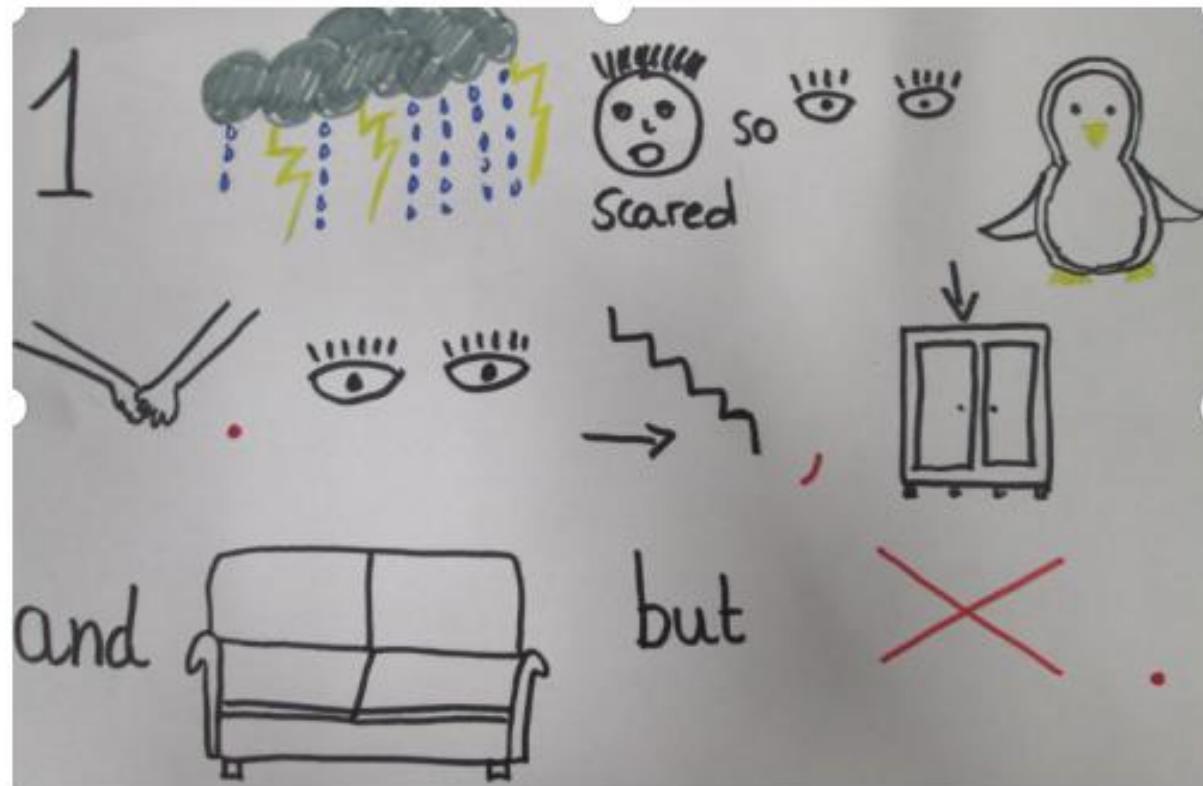
The children change part of the story and make it their own. They are encouraged to share their story with the class, developing their storytelling language and confidence with speaking and listening.

We use good quality texts to promote a love of reading, often linked to the termly topics.



Talk for Writing

At times, text maps might be included in the weekly newsletter, please ask your child to read it to you with the actions that they have learnt.





White Rose maths scheme

Cover a range of topics throughout the year-

- place value within 100
- addition and subtraction (within 20)
- measure
- time
- shape
- money
- multiplication & division, fraction
- position & direction

Mastering Number lessons to work on recall of number bonds and fluency, often using rekenreks.

Homework – sent home on Fridays and it needs to be completed and sent back on or before the day it's due.

Maths workshop: 13th October, 2.30pm

- For autumn term one (until the October holidays) PE days are Tuesday, Wednesday and Thursday.
- You should only send your child to school in their PE kits on a **Tuesday** and **Thursday**.

What will they do in PE?

Tuesday – Multiskills with Mr Baker

Wednesday- Balance bikes with Mr Baker (no PE kits but can wear shorts under skirts/dresses). Children will need to bring in their own helmet.

Thursday- Gymnastics with Miss White

- After the October holiday, PE will be on Wednesday (multiskills) and Thursday (gymnastics) only. They will not have a bike lesson.
- They should wear their PE kits to school on these days.

Supporting your child at home

- Read with them - support them with word reading. Ask them questions as they're reading for comprehension.
- Ask them to read when you're out and about - road signs, shop names etc
- Talk about favourite books that you have read and talk out loud when making simple inferences, eg, "I think Sophie let them tiger in because she wanted to have a pet."
- Ask them to recognise and read numbers around them.
- Practise counting - make it fun! (eg.setting the table with 5 spoons, etc)
- Let them see you writing as much as possible - shopping lists, birthday cards, letters - get them involved too.
- Take them to the library and allow them to explore books that interest them.
- Encourage them to make up stories when playing with their toys, join in with them



Helpers!

We love having grown ups in to help our children with their learning.

- Readers
- School trips

If you can commit to helping regularly, we would be grateful.

You will need to apply for a DBS as we are committed to strong safeguarding practice. It is easy to complete, just contact the school office.



Stay Informed

- Weekly school newsletter
- Website updates
- Texts and e-mails
- My Child At School account
- Attend workshops and information sessions

Key Dates

Monday 29th September 2.30-3.15 - Floppy's Phonics and Reading information session

Monday 29th September – 3rd October - NSPCC Kindness Week

Tuesday 7th and Thursday 9th October - Parent's Evening (3.40-6.20pm)

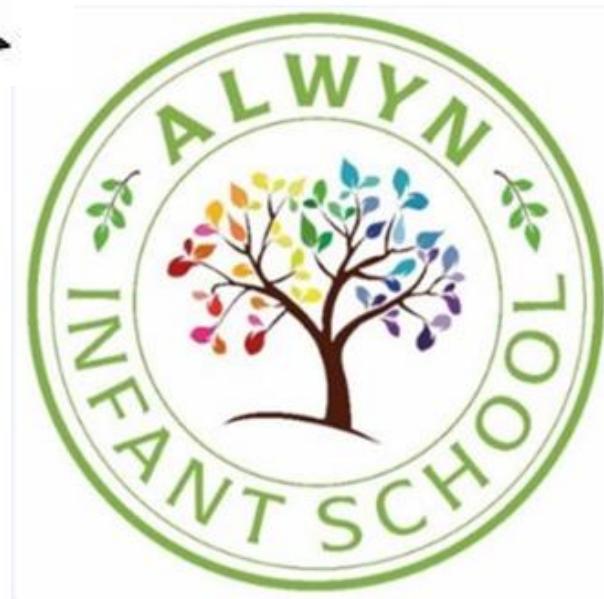
Monday 13th October - School Photographer to take individual photographs

Monday 13th October 2.30-3.15pm – Maths information session for parents

Friday 24th October - break up for half term

Monday 3rd November Back to school

Key Information to Remember



Questions

Thank you for coming