



Penketh South Community Primary  
School


Meet the Teacher

2025 - 26

Y1

Teacher Miss Browne/Mrs Tilley  
Teaching Assistant Mrs Tsfira



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## Hello and Welcome to Year 1!

Our classroom environment and approach to learning is different. We believe that children have a right to expect a learning environment which is appropriate to their stage of development. Research and our own school experience tells us that young children learn best through play and exploration which is why we operate a Continuous Provision Based approach in both Year 1 & 2. “Play is the highest form of research.” Albert Einstein

Every day our children get the opportunity to become artists, writers, Mathematicians, scientists, designers, story-tellers, sportsman and much, much more! We believe that the Early Years Foundation Stage, Characteristics of Effective Learning (CoEL) are fundamental to ALL children. It does not stop when our children reach KS1, we ensure it continues and develops, so that our children become confident, independent, motivated and critical thinkers. “Happy children make successful learners, and happy adults make ~~successful~~ teacher.” Alistair Bryce Clegg



# Hello and Welcome to Year 1!



## Curriculum Priorities

In Key Stage 1, our primary aim is that, through our approach to teaching and learning, pupils are supported to confidently read, write and use mathematical knowledge, ideas and operations so they are well prepared for the demands of their future learning.

**We follow the National Curriculum and all KS1 Programme of Study Objectives in each subject are covered across Years 1.**

## What does a learning day look like in Continuous Provision?

Children's days are a carefully planned blend of teacher led sessions, small group work, independent practice tasks and time for children to demonstrate and deepen their learning by choosing how to access a range of opportunities in our Continuous Provision both inside and outside. We continue to build upon the Characteristics of Effective Learning and the children's eagerness to be independent in their own learning.

Throughout the environment, both inside and outside, you will see busy children actively engaged in a wide range of activities that they themselves have chosen.

Our classrooms have been thoughtfully designed and organised to ensure our children reach their full potential.

Our KS1 classrooms are dynamic, well-resourced learning spaces that have been designed with progression in mind from the previous year group/ key stage.

From the first few weeks of entering KS1 we ensure our children know that we value their play, their knowledge and their capabilities by modelling our provision and setting high expectations, as they quickly learn it is a step up from EYFS. Staff will often enhance the provision areas in the classrooms to make links to adult led learning. This gives teachers the opportunity to introduce their adult-led activities, being sure that children have plenty of chances to practise and improve skills, knowledge and confidence in active, independent learning.







Curriculum Overview Year 1 -  
see handout!



# Homework



## Reading

**Planners**  
Please  
communicate  
via the planners  
in the first  
instance.



Please hear your child read at least 3 times a week and sign the planner. Our aim is to promote a love for reading and so we encourage you to make reading a fun part of your time together with your child, sharing all kinds of books and texts.



## Spelling/Phonics

Your child should practise the spellings from his/her year group list at least 3 times a week- P89. Please sign the planner. Phonics- P93/P94



## Maths

Please ask your child to learn and practise the numbers at least 3 times a week.. Please sign the planner. P95/P96 - Number bonds



# Communication with home

Website



Facebook



Twitter



# Uniform



*Black trousers, shorts or skirt.*



*Red / White dress*



*White polo shirt or shirt.*



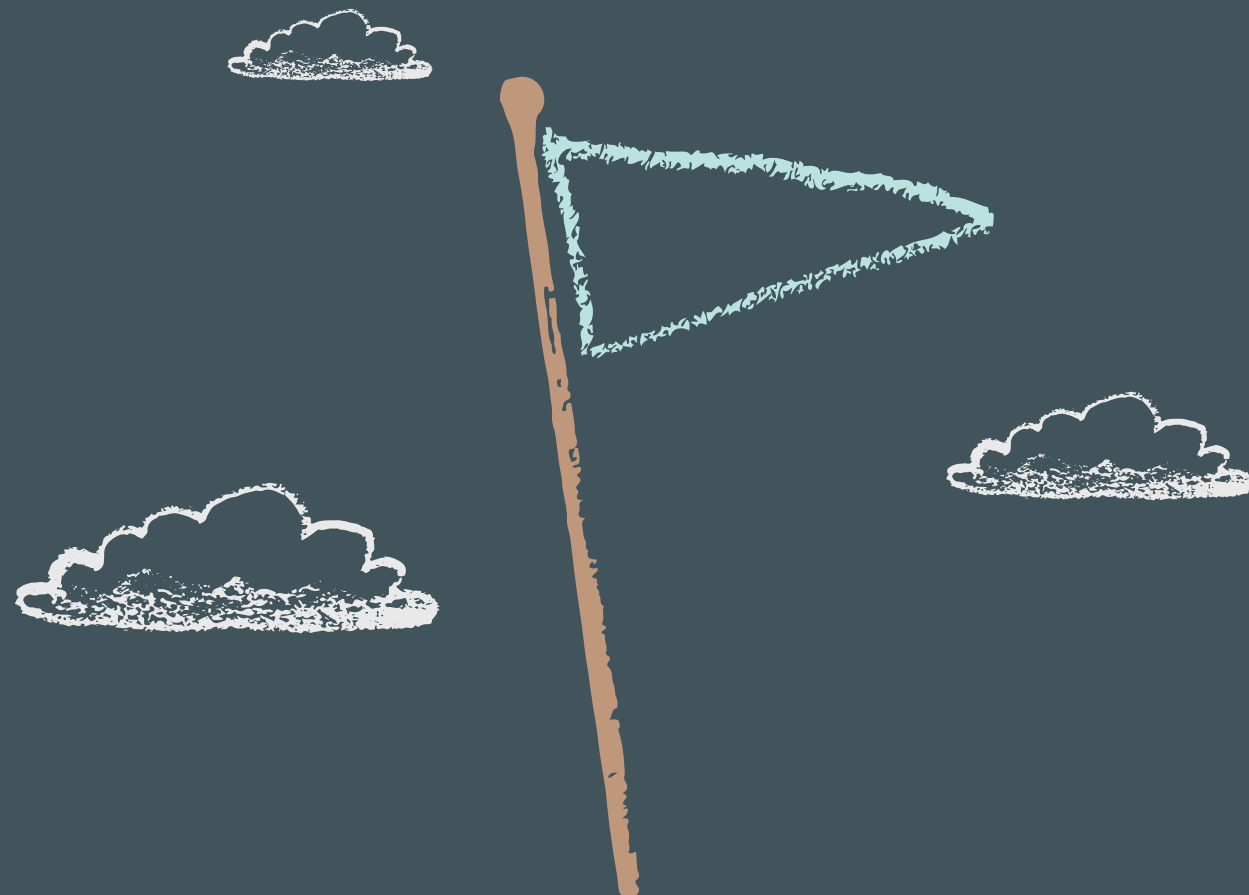
*Red jumper or cardigan.*



*Black shoes*



*Lost property-NAMES on all items*







# Dates

- Tuesday, 24th and Wednesday 25th February 2026 Parents' evening
- Autumn - 10<sup>th</sup> December Visit to Norton Priory
- Statutory Phonics Screening Check – First week back after half term Week commencing 8<sup>th</sup> June



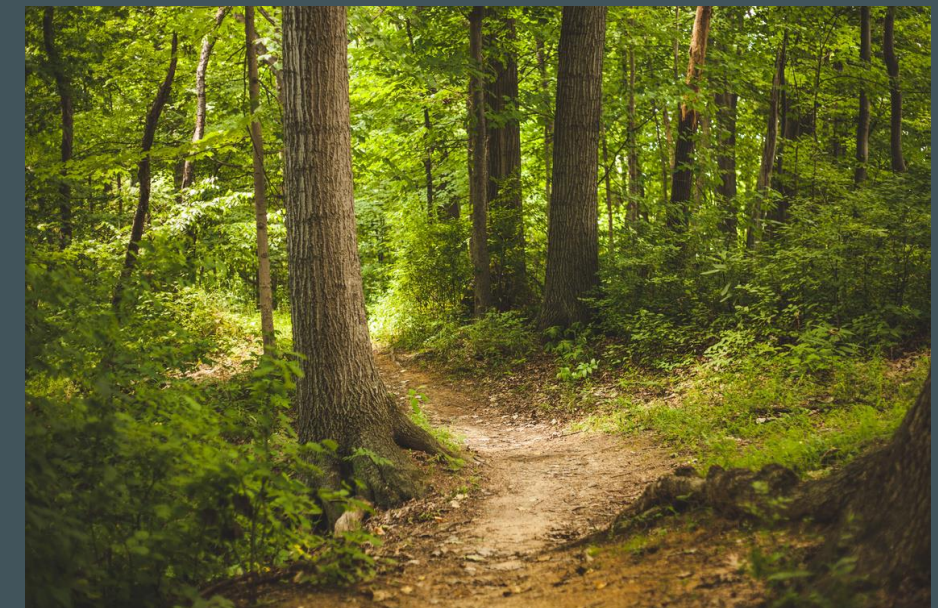
- *Retrieval*
- *Assessment*



# P.E. and Forest School



Our P.E. day is on Tuesday. Children to come to school in their P.E. kit please.



Our Forest School day is on Thursday. Children to come into school in Forest School clothes and school shoes. Wellies and waterproofs in a bag, please.





# Trips!

Autumn- Trip to Norton Priory  
Spring- Warrington Museum  
Summer- Jodrell Bank ?







# Phonics Screening

The Phonics Screening Check 2026 (or Phonics Screening Test) is a test to assess and show how well your child can use and apply the phonics skills that they've learnt up to the end of Year 1. It takes place every year. The Phonics Screening Check is also an opportunity for teachers to identify students who need help with their phonics.

In simple terms, a Phonics Screening Check is designed to check whether pupils have a good understanding of what they have learnt in phonics so far.

Every child in Year 1 in England has to take the Phonics Screening Check. The child takes the test during a one-to-one sitting with a teacher.

When is the Year 1 Phonics Screening Check in 2026?

This year's Phonics Screening Check will take place in the week beginning Monday 9th June.







# Phonics Screening

## How does the Phonics Screening Check work?

The Phonics Screening Check is defined by the DfE as “short, light-touch assessments.” During the Phonics Screening Check, children are asked to read (i.e. decode) 40 words. Most of these words are real words, but some are also pseudo-words. A pseudo-word is a fake word that features strings of letters that resemble real words.

If you want to test how well your child can identify pseudo-words from real words, try these Phase 5 Words Flashcards with Real and Nonsense Words.

The test is divided into two sections. In section one, children are asked to recognise simple word structures and Grapheme-Phoneme Correspondences (GPCs) from the earlier phases of the phonics curriculum.

Section two of the Phonics Screening Check is a bit trickier. Here, children need to recognise GPCs from later stages of the phonics curriculum. They will also be exposed to graphemes that correspond to more than one phoneme and they will need to decode them.

There isn't a time limit for the Phonics Screening Check, but it usually takes around eight to ten minutes. Most children pass their Phonics Screening Tests. If a child doesn't pass and doesn't meet the expected standard, they will be given the appropriate support with their phonics to help them eventually reach the expected standard. They will then re-take the Phonics Screening Check the following year.

# Extra- curricular Activities



STEM FUN and CRAFTS  
Club

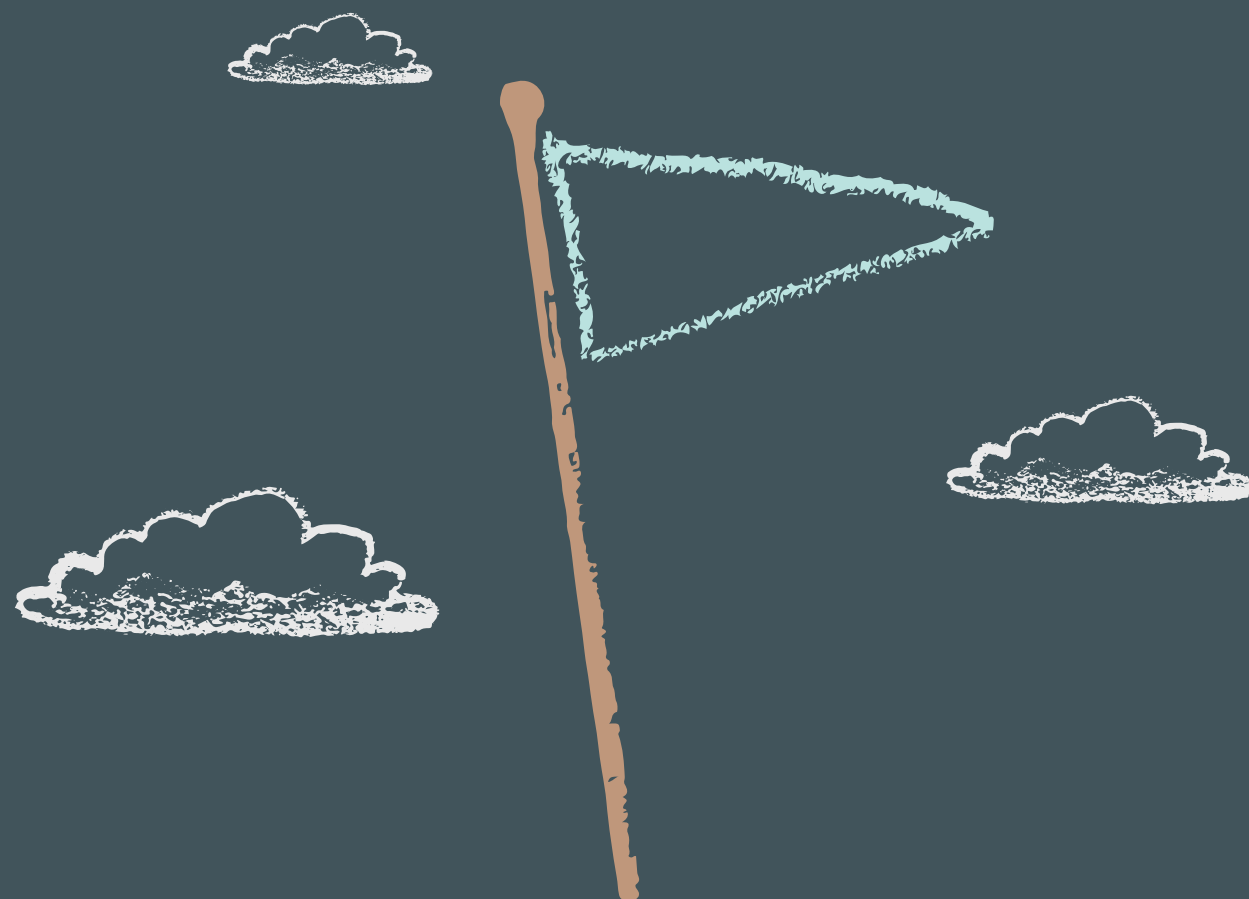


PTA

How you can  
help!



Next Meeting  
Monday 15<sup>th</sup> September



*Others*





# Thank you!

*Do you have any questions for me before we go?*

