Class Teacher's Guidance to Parents
Year 1 Term 2 (Autumn 2) 2026



English

Talk for Writing: Non-Fiction: Letter writing with a focus on using colloquial language and verbs in the past tense to recount an event. Our main class reader will be Meerkat Mail by Emily Gravett.

Phonics: The GPC and tricky word teaching content from last term and for this term are shown below, along with an outline of how pupils progress through the various levels of the Little Wandle reading scheme.

Reading: Reading practice sessions three times a week, working on decoding, prosody and comprehension. Pupils will be encouraged to explain their understanding using the phrase, *"I know this because…"*

Writing: Daily phonics and spelling work. Developing stamina for independent writing at length, moving from writing words and captions to sentences. Working on the correct letter formation.

Speaking and Listening: Using adjectives for description. Being able to recall what a talking partner has said.

Mathematics

Unit 4: Numbers 6 - 10. This covers odd and even numbers, partitioning in a systematic way, partitioning using the '5 and a bit' structure finding a missing part when the whole and one part is known, one more and one less, and using cherry diagrams and the bar model.

2D and 3D Shape. We will look at a range of 2D and 3D shapes, linking them through similar properties. Vocabulary for this unit includes: faces, edges, vertices, curved, straight and base.

Religious Education (R.E.)

Prophesy and Promise

We will be looking at the stories of the Annunciation, the Visitation and the Nativity, focusing on angels bringing the Good News of God.

Computing

Digital painting: We will be making digital painting using shapes and lines, copying patterns and using colour, inspired by abstract artists such as Kandinsky and Matisse.

Personal, Social, Citizenship and Health Education (PSCHE)

Live Life to the Full: Created and Loved by God: Religious Understanding and Me, My Body, My Health.

Road safety. Remembrance Day. School Parliament week. British values, Friendships and anti-bullying.

Science and Geography

Seasonal change: Autumn to Winter.

· observe changes across autumn and winter
· observe and describe weather associated with these seasons and how day length varies
· identify seasonal and daily weather patterns

The knowledge organiser for this topic is attached, below.

We will also use some basic geographical terms linked to the settings focus in Talk for Writing; e.g. forest, wood, hill, mountain, beach, shore, marsh, etc.

Art / Design Technology

Children will be learning to do a basic running stitch with embroidery cotton to create a small teddy bear.

We will link this unit with our Science learning on the seasons, by designing weather appropriate clothing for our bears.

History

How have the shops of Sevenoaks changed over time?

The children will look at what type of shops Sevenoaks high street had in the past and what they looked like. We will discuss that people had to visit a few different shops to buy their food, e.g. meat from a butcher as supermarkets did not exist. We will also look at how and why the shops in Sevenoaks high street have changed over time.

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Music (with Mrs. Carlton)

Pitch and Music about Weather and Seasons.

· Recognising pitch direction and composing pitch patterns on xylophone.
· Using simple notation to represent melodies.
· Listening to music from Vivaldi's Four Seasons.
· Singing and performing songs for Christmas and our Nativity play.

Physical Education (P.E.)

Our Monday PE session will be **gymnastics** in the school hall. We will focus on travel, balances and jumps and linking our movements into sequences.

How phonic knowledge is matched to the Little Wandle books

Teachers assess all pupils on a one-to-one basis every six weeks after a unit of teaching.

These assessments are different each term, but generally include:
· GPCs taught that term or taught recently
· a selection of non-phonic tricky words taught to date
· a selection of phonic words which contain GPCs taught to date, some of which have been covered in class, some of which are new.

The emphasis is on developing fluency with reading, aiming for pupils to read words automatically. This means pupils should know some words by sight, without having to speak, whisper or move their mouth to sound them out.

The outcome of the assessment determines the child's level of secure phonic knowledge. The progression, below, sets out how teachers should match this knowledge to a set of books.

Progression

For a **Phase 2** book, a pupil must:
· read all Phase 2 GPCs taught to date without hesitation. The digraphs **nk, ch, sh, ng** and both sounds of **th** are now included within Phase 2. In previous years these were part of Phases 3 and 4.
· orally blend some CVC words.
· read between 2 and 5 given CVC words by sounding-out and blending the word. Later in Phase 2 some of the words contain digraphs (e.g. *fizz, shell*).

For a **Phase 3** book, a pupil must:
· read all Phase 2 and 3 GPCs taught to date without hesitation.
· read at least 12 given words, all of which contain Phase 2 and 3 GPCs, some of which are polysyllabic (e.g. *hotter*) by sounding-out and blending the word.

For a **Phase 4** book, a pupil must:
· read all Phase 2 and 3 GPCs taught to date without hesitation.
· sound-out and blend at least 7 words from a given set of phonic words, reading at least 5 automatically. Words contain adjacent consonants and Phase 2 and 3 GPCs, some are polysyllabic.
· read at least 12 words in total, including the non-phonic tricky words.

For a **Phase 5** book, a pupil must:
· read all GPCs taught to date without hesitation. Later in Phase 5 this includes GPCs with more than one pronunciation (e.g. **ow** as cow and **ow** as snow).
· sound-out and blend at least 7 words from a given set of phonic words, reading at least 7 words automatically. Later in Phase 5 this increases to reading at least 9 given phonic words, at least 8 of which should be read automatically.
· read at least 13 words in total, including the non-phonic tricky words. Later in Phase 5 this increases to reading at least 17 words in total.

Glossary of terms

Digraph = two letters, one sound e.g. **ck**, **ch, ff,**

Trigraph = three letters, one sound e.g. **igh**, **air, ear**

Grapheme = letter shape

Phoneme = voice sound

GPC = grapheme/phoneme correspondence. This is how the letter (or, for digraphs, two letters) relates to a specific voice sound. For example, saying 'ssss' when shown the letter **s**, or 'sh' when shown the digraph **sh**.
Some graphemes have more than one phoneme e.g. **oo** as in moon, and **oo** as in look.

Tricky words = words not phonically decodable, or not decodable with current phonic knowledge.

CVC = consonant, vowel, consonant, e.g. *cat, room.*

Blending = the process of pushing separate sounds together to make a word e.g. **c** - **a** - **t** = cat

Segmenting = the process of splitting a word up into its constituent sounds e.g. chair = **ch** - **air**

Polysyllabic = more than one syllable e.g. *thunder, fishing.*

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

Autumn 2 Phase 5 graphemes		New tricky words
/ur/ ir bird	/ai/ a-e shake	their people oh your
/igh/ ie pie	/igh/ i-e time	Mr Mrs Ms ask*
/oo/ /yoo/ ue blue rescue	/oa/ o-e home	could would should our
/yoo/ u unicorn	/oo/ /yoo/ u-e rude cute	house mouse water want
/oa/ o go	/ee/ e-e these	
/igh/ i tiger	/oo/ /yoo/ ew chew new	
/ai/ a paper	/ee/ ie shield	
/ee/ e he	/or/ aw claw	

Seasonal Changes - Autumn and Winter

Year 1

Key Vocabulary	
seasons	There are four seasons each year, autumn, winter, spring and summer.
autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.
winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season.

autumn



winter



The Four Seasons

autumn	winter
September	December
October	January
November	February
spring	**summer**
March	June
April	July
May	August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14