

## English

In English, we will be continuing our RWInc programme to learn all our phonic sounds.  
Below are the set 1 sounds and the rhymes that we use to help your children write the letter.



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the middle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slide into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose  
ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

## Read Write Inc Set 2 Sounds

### Key Vocabulary

Phoneme	A single unit of sound, e.g. <b>m</b> .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. <b>sh</b> .
Trigraph	Where three letters represent one sound, e.g. <b>lgh</b> .
Vowels	The letters: <b>a, e, i, o, u</b> .
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. <b>slee p</b> .
Blend	When the sounds are then quickly put back together, e.g. <b>g o a t</b> - goat.
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. <b>any</b> .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. <b>flay spoo shoy</b> .
CCVC	Consonant/consonant/vowel/consonant words, e.g. <b>skip green spoon</b> .
CVCC	Consonant/consonant/vowel/consonant words, e.g. <b>dogs test maths</b> .

Speed Sounds Set 2



**Read Write Inc.**  
Phonics

### Set 2 Tricky 'Red' Words

all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.

### Set 2 Decodable 'Green' Words

day, may, play, say, spray, way, lay, tray, been, green, see, seen, sleep, three, feel, keep, need, bright, fright, high, light, might, night, blow, know, low, show, slow, snow, flow, glow, food, moon, pool, spoon, too, zoo, fool, mood, stool, book, cook, foot, look, shook, took, car, hard, part, sharp, star, start, bar, park, smart, spark, fork, horse, short, snort, sort, sport, worn, air, chair, fair, hair, lair, stair, bird, dirt, girl, third, swirl, whirl, found, loud, mouth, out, round, shout, boy, enjoy, toy.

### Useful Links and Websites

Ruth Miskin RWI - guidance for parents/carers  
<https://www.ruthmiskin.com/en/find-out-more/parents/>  
Oxford Owl - free RWI ebooks and further guidance  
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

### How Can You Help?

Share and enjoy books with your child.  
Let your child read what interests them.  
Practise reading and spelling both the red and green words.  
Learn your child's set 2 sounds with them.  
Encourage your child to write as often as possible.  
Read every day with your child and encourage them to infer from the pictures to develop their storytelling skills.  
Ensure you read to your child everyday with excitement and intonation.  
Read stories and spot the sounds we have been learning.

## Read Write Inc Set 3 Sounds

### Key Vocabulary

Phoneme	A single unit of sound, e.g. <b>m</b> .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. <b>sh</b> .
Trigraph	Where three letters represent one sound, e.g. <b>lgh</b> .
Split Digraph	Where two letters that represent one sound are split by another letter, e.g. <b>a-e</b> in <b>name</b> .
Vowels	The letters: <b>a, e, i, o, u</b> .
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. <b>slee p</b> .
Blend	When the sounds are then quickly put back together, e.g. <b>g o a t</b> - goat.
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. <b>worse</b> .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. <b>fleap zane snoap</b> .
Syllables	Where a word can be broken down into different parts.

Speed Sounds Set 3



**Read Write Inc.**  
Phonics

### Set 3 Tricky 'Red' Words

above, buy, worse, walk, talk, bought, thought, caught, whole, wear, through, great, should, would, could, saw, why, now, how, down, over, son, water, school, everyone, their, people.

### Set 3 Decodable 'Green' Words

join, voice, coin, make, cake, name, same, late, date, smile, white, nice, like, time, hide, tune, rude, huge, brute, use, June, saw, law, dawn, crawl, paw, yawn, share, dare, scare, square, bare, burn, turn, spurt, nurse, purse, hurt, how, down, brown, cow, town, now, snail, paid, tail, train, paint, rain, goat, boat, road, throat, toast, coat, chew, drew, new, flew, blew, grew, fire, hire, wire, bonfire, inspire, conspire, hear, dear, fear, near, year, ear, sure, cure, picture, mixture, creature, future, adventure, temperature, conversation, celebration, exploration, tradition, congratulation, attention, delicious, suspicious, vicious, scrumptious, precious, ferocious.

### Useful Links and Websites

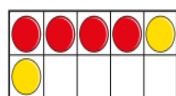
Ruth Miskin RWI - guidance for parents/carers  
<https://www.ruthmiskin.com/en/find-out-more/parents/>  
Oxford Owl - free RWI ebooks and further guidance  
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

### How Can You Help?

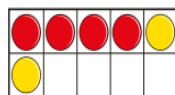
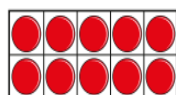
Share and enjoy books with your child.  
Let your child read what interests them.  
Practise reading and spelling both the red and green words.  
Learn your child's set 3 sounds with them.  
Encourage your child to write as often as possible.  
Read every day with your child and encourage them to break down the words into syllables.  
Develop your child's understanding and comprehension skills by asking them questions about what they have read.

## Mathematics

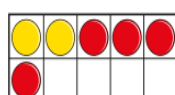
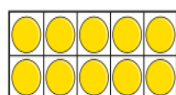
In Maths, we will be focusing on place value within 20, continuing to work on our number fluency. We will be ordering, comparing and estimating using different manipulatives to support our learning. We will continue to develop our knowledge of more and less. We will also focus on addition and subtraction within 20 including doubles and near doubles, number bonds to 20, finding the difference and missing number problems. We will use reasoning and problem-solving questions to support our developing maths mastery.



$$4 + 2 = \underline{\quad}$$

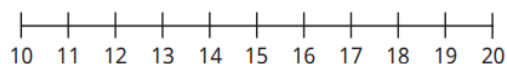
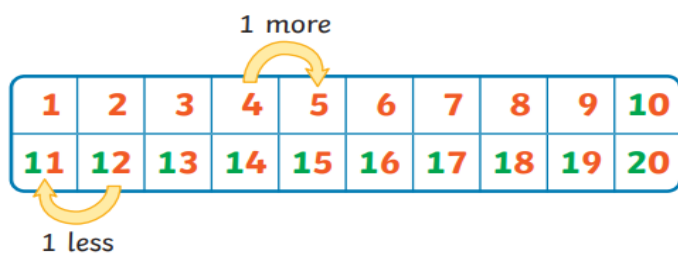
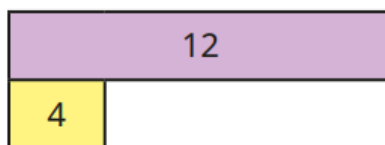
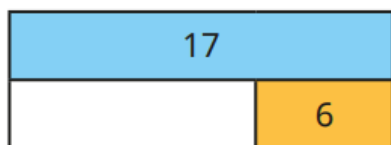


$$14 + 2 = \underline{\quad}$$



$$12 + 4 = \underline{\quad}$$

Complete the bar models.



- Which number is 1 less than fourteen?
- Which number is 1 more than 19?
- Write the numbers that are greater than 16

The children will continue to use their rekenreks to develop their understanding of number concepts.



### DT

We will learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Then, design and make a moving vehicle.

### RE

#### **Who is Christian and what do they believe?**

This term we will begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.

### PSHE

This term we are looking at relationships. We will be thinking about our families, including talking about different members of our family, discussing how we share common features across families and sharing different activities our families enjoy.

### SCIENCE

#### **Everyday Materials**

We will identify, name, group and describe a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We will learn to distinguish between an object and the material from which it is made.

We will continue to develop our knowledge of seasonal change, focusing on Winter.

### COMPUTING

#### **Programming Beebots**

We will be learning about early programming concepts. We will learn to:

Use individual commands as part of a computer program.

Explore what each floor robot command does and use that knowledge to start predicting the outcome of programs.

Create our own algorithms to move a beebot.

### ART

#### **PAPER PLAY**

We will be introduced to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures.

## HISTORY

### How have toys changed?

Sequencing toys into a physical timeline, we investigate artefacts from the past and begin to pose questions. We learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.

## MUSIC

### Body Percussion and untuned Percussion

We will perform a range of body percussion using hands and other parts of the body. We will create a rainstorm using body percussion that includes dynamic contrast. We will learn to perform using graphic notation.

## PE

### SENDING and RECEIVING

In this unit we will develop skills including throwing and catching, rolling, kicking, tracking and stopping a ball using different sized balls. We will learn individually, in pairs and in groups.

### DANCE

We will explore travelling actions, movement skills and balancing. Children will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases.

### SWIMMING

This term Year 1 will have the opportunity to use our school pool. Children will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water.

Cecil Road Nursery and Primary School.  
Year 1, Term 3, 2024 -2025