

Year 1 Weekly Learning Update

Autumn 1, Week 3

Phonics



We are learning these graphemes and phonemes (GPC): **air, er, s (z), -es (z)**
We are learning to read and write these tricky words: **what me she love**
We are reading and writing words with these GPCs in.
We are reading and writing words with more than two digraphs.
We are reading sentences with the GPCs and tricky words in.

English



We are reading the story 'Coming to England'.
We are learning about the author Floella Benjamin.
We are learning the words 'warm', 'dream' and 'wicked'.
We are writing letters e, s and f from the curly letter family and l, i and t from the long letter family.
We are using our phonic knowledge to write words linked to the story.
We are using our phonic knowledge to write simple sentences linked to the story.

Maths



We are counting on from any number, up to 10.
We are finding one more, up to 10.
We are counting backwards within 10.
We are finding one less within 10.
We are comparing groups by matching.



Grapheme	Catchphrase	Pronunciation phrase
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 z	 zebra	Show me your teeth and buzz the z sound zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Tricky word support

Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
she	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
me	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
love	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. Say: <i>These letters say u.</i>
what	The word 'what' has two tricky parts that are not yet decodable: the grapheme 'wh' makes the sound w and the grapheme 'a' makes the sound o .	Point to 'wh'. Say: <i>This digraph says w.</i> Point to 'a'. Say: <i>This grapheme says o.</i>