

Year 1, 2026

Information

Parent Booklet

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Curriculum

Learning Outlines for each term are posted on Seesaw by week 2. They list the topics to be covered and give suggestions on how you can support your child at home.

Phonics/Spelling

In Year One, we will use the **InitialLit** program to explicitly teach phonological and phonemic awareness in a structured and systematic literacy block. Each week, students will focus on a specific phonic element and develop their understanding of **phonemes, graphemes, segmenting and blending**. Through daily, targeted instruction, students will build strong foundations in decoding, spelling and early reading, supporting their growing confidence and accuracy as readers and writers.

Reading

Explicit instruction is used to teach reading through a structured, step-by-step approach. Teachers explicitly model and guide key reading skills using **decodable texts** that are carefully aligned with students' phonics knowledge. Ongoing formative reading assessments are used to monitor students' understanding of the alphabetic code and track progress over time. This information helps inform teaching and determines when students are ready to progress to texts that introduce new or more complex phonics patterns.

Writing

Students will develop their writing through recounts and imaginative texts, with a strong emphasis on **explicit teaching of syntax and grammar**. Instruction will focus on sentence construction, correct punctuation, and the development of clear and cohesive written ideas. Students will regularly reread and edit their work to ensure their writing is accurate, meaningful and easy to understand.

Maths

Concepts are explored through hands on activities or games using a variety of manipulatives and materials. These concepts include number, place value to 120, addition and subtraction, months of the year, days of the week, time and shape.

We continue using the Maths Trek program that is followed throughout the Junior School.

Digital Technologies

Students will explore digital systems and identify different types of hardware and software. Using iPads and laptops students will use Seesaw to share their knowledge and understanding. We will use a variety of programs including Seesaw, Mathletics and Code.org.

Humanities and Social Sciences

In **Semester One**, learning is guided by the inquiry question "*How does the world around me change over time?*" Students explore the concept of change by identifying and describing important events and experiences in their own lives. They investigate how aspects of daily life have changed over time, while also recognising elements that have remained the same. Through these experiences, students develop an understanding of continuity and change in familiar contexts.

In **Semester Two**, students focus on exploring **places and their features at a local scale**. They identify and describe the natural and built features of places, locate them within their local area, and recognise that people can describe places in different ways. Students also examine how places can be cared for and the role people play in looking after their environment.

Science

In term one students identify daily and seasonal changes and describe ways these changes affect their everyday life. In term two we describe how different pushes and pulls change the motion and shape of objects. In term three and four our focus is on identifying how living things meet their needs in the places they live.

What does English look like in Year One?

Literacy Block

- Phonemic awareness – Heggerty
- Phonics – learning the alphabetic code (segmenting and blending, as well as spelling)
- Handwriting
- Writing
- Reading fluency – modelled by the teacher and partner reading
- Rich text - book Study:
 - Background knowledge
 - Text structure
 - Visual language in text
 - Vocabulary and grammar
 - Concepts of print (punctuation)
 - Comprehension skills - recall key details, make predictions, summarise and compare the text to themselves, other texts and the world.
 - Retell stories

What does Maths look like in Year One?

A typical Maths lesson will include:

Hands-on representations where possible - students will engage with physical manipulatives, visual models, and interactive tools to deepen their understanding of mathematical concepts. This could include using blocks, counters, number lines, ten frames, or digital simulations to explore ideas in a tangible way.

Explicit teaching of concepts - the teacher will provide clear explanations, worked examples, and step-by-step instructions to ensure students grasp new concepts before applying them independently.

Guided practice - students will work through problems with teacher support, allowing them to build confidence and ask questions in a structured environment.

Independent problem-solving - students will have the opportunity to apply their knowledge to various problems, promoting critical thinking and resilience in tackling mathematical challenges.

Discussion and reasoning – students will be encouraged to explain their thinking, justify their solutions, and engage in mathematical discussions with peers to enhance understanding.

Reflection and consolidation – The lesson will conclude with a review of key concepts, allowing students to reflect on their learning and identify areas for further practice or improvement.

Reading – Decodable Texts

The decodable texts the children read feature letters and sounds they know, along with high-frequency words, most of which have been introduced in school. Students will be assessed through regular check-ins that track their progress with decoding skills and some comprehension. They will read decodable texts which are designed to support their systematic synthetic (blending) phonics development. Assessments will focus on students' ability to apply phonetic rules, recognise high frequency or tricky words, and demonstrate an understanding of the texts. As students progress, the complexity of the texts will gradually increase to match their growing skills.

Assessment

Students are regularly assessed on their decoding skills (including recognising HFW). In addition, we evaluate reading fluency (automaticity), expression, and comprehension. Students demonstrate understanding by recalling details, making predictions, and summarising texts. As their skills grow, the complexity of the texts increase to match their development.

Once students are what we call 'set for variability' they can move from controlled text (where the grapheme phoneme correspondences in their readers align to their phonic knowledge) to uncontrolled text. This happens at different times for different students.

At home

Supporting your child to read decodable text and rich text

Decodable Text

The text each student reads includes familiar letters and sounds, so encouraging them to use the reading strategies they've learned is very helpful.

Specific decoding strategies students used when reading a decodable text

- *Segmenting* – sounding words out
- *Blending* – blending sounds to read words
- *Chunking and word parts* - breaking words into smaller, familiar parts or "chunks" (syllables) to make decoding easier. Instead of sounding out each letter individually, students focus on common letter combinations they already know.
- *Repetition*

Sheena Cameron has summarised key strategies and behaviours that effective readers use to comprehend text. Supporting your child to follow "What Do Good Readers Do?" and practise the before, during, and after reading steps will help them to develop skills to learn to make predictions, ask questions, picture the story, and talk about what they read.



Reading – Rich Text plays a major role in learning to read

At School

Students learn comprehension through rich text study by engaging with texts that provide deeper content and varied language. These texts encourage students to think critically, predict, summarise and make connections, helping them develop a deeper understanding of what they read. Lessons occur daily and are a major focus in the literacy block.

At home

Reading rich text to your child at home and discussing the text is a great opportunity to work on comprehension strategies including predicting, summarising and making connections.

Homework in Year One

Homework will start in week three. For the first term, homework will be Home Reading, Sharing and Mathletics.

Sharing

Please refer to the Sharing timetable and practice for your sharing day. This will be released a little later this term.

Mathletics

Each week your child's teacher will assign two Mathletics tasks following explicit instruction of the number concept in class. We encourage 100% accuracy on each task. We understand this may not happen in all instances. Students can redo tasks to improve their accuracy once they have become familiar with the task. Students can boost their points by playing Mathletics Live! There is no focus on certificates or meeting a points goal, instead our aim is for the children to develop a deeper understanding of what is being taught in class.

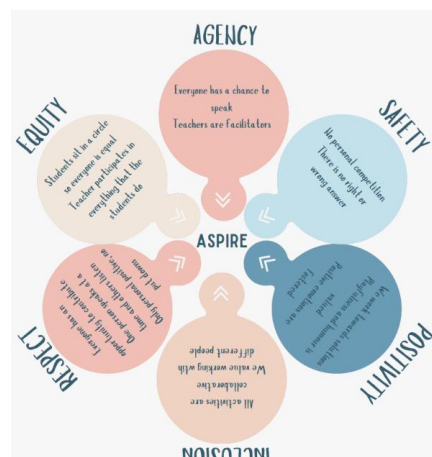
Circle Time and Class Meetings

Circle Time

Circle Time is a strengths-based, solutions-focussed learning approach that helps us to become self aware and build positive relationships within our classroom and school community. It is based on the ASPIRE principles.

Class Meeting

A class meeting is an opportunity to share our thoughts and ideas with our classmates. We can celebrate each other and the good things in life. We can talk about things that are happening in our school, local and global community. We learn to accept the other people's opinions and perspectives, learning to be part of a tolerant and respectful community.



Year 1 Team

Who are our Specialist Teachers?

Japanese	Mr. Charles Mackenzie-Smith
Visual Culture	Ms. Lee-Anne Plasto (Semester One) Ms. Danielle Young (Semester Two)
Music	Miss. Victoria Keomahavong
Library	Mrs. Janelle Hamling
HPE	Mr. Nick Anderson
Chapel	Reverend Nicole College

Who is our Support Team?

Learning Support	Mrs. Helen Sheppard
Class Teacher Aide	Mr. Sam Lucock

Communication

Parent to Teacher Communication

Please do not hesitate to contact us through email or arrange a meeting to discuss any queries or worries that you may have regarding your child's education. Partnerships between the home and school environments are integral to providing the highest support for your child's learning and development.

Please be aware that as we are with the children throughout the day, we often do not get time to check our emails. If you have an important message, please contact the Junior School Reception. We endeavour to answer all emails within 48 business hours

Teacher to Parent | Student to Parent

Seesaw is another way for us to strengthen the children's learning between home and school. Seesaw is a Digital portfolio platform, where students will upload pictures and videos of their work and thinking with and without annotations. Teachers can also create content for the students to complete using seesaw in class or at home (during Online Learning periods). Seesaw is a great tool for teachers to capture student learning and brings families into the classroom virtually. Students learn digital citizenship using this program, while teachers can use students digital work for assessment.



Parent Responsibility - please look at and like or comment on your child's work using the TAG feedback strategy:

Tell them something you like about their work

Ask them a question

Give them a suggestion to improve or add to their work and thinking

Please note that all student work, student or parent comments are firstly approved by the class teacher!

Volunteering in Year One

Excursions and Special Events

We will often ask for parent volunteers to help out with excursions and special events. Details will be shared via Seesaw on the year level communication page.