



Welcome to Year 1

With Mr Castle and
Miss Turner

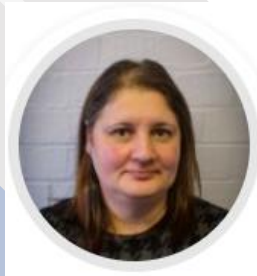
Adults

1C

Mr Castle

Mrs Kuka

Miss Kent (Thursday)



1T

Miss Turner

Sandra

Miss Agnes (Thursday)



What does the school day look like?



Morning activities



Daily phonics



English and writing



Break time



Reading



Maths (Maths No Problem)



Lunch time



Foundation Subjects














- Morning - Phonics, English, Reading and Maths
- Afternoon – Foundation Subjects (RE, Music, Art, Humanities, PE, PSHE)
- Handwriting
- Spelling

	8:30-8:40	8:40-9:10	9:10-10:15	10:15-10:30	10:30-10:50	10:50-11:50	11:50-12:50	12:50-1:20	1:20-2:00	2:00-2:10	2:10-2:50	2:50-2:55	2:55-3:00
Monday	Registration	Phonics	English	Break	RPS	Maths	Lunch	Handwriting Independent reading	Art	Break	PSHE	Spelling	Home
Tuesday	Registration	Assembly	English	Break	RPS	Maths	Lunch	Phonics	Music	Break	PE	Spelling	Home
Wednesday	Registration	Phonics	English	Break	RPS	Maths	Lunch	Handwriting Independent reading	History/Geography	Break	RE	Spelling	Home
Thursday	Registration	Phonics	English	Break	Handwriting Independent reading	Maths	Lunch	Computing (12:50-1:30)	Library (1:30-2:00)	Break	Handwriting Independent reading	Spelling	Home
Friday	Registration	Assembly/Phonics	English	Break	Handwriting Independent reading	Maths	Lunch	Science		Break	Assembly/Phonics	Spelling Review	Home

Phonics in Year 1

Year 1 Autumn 1


	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	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
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

 ai ay a a-e igh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	


Phonics in Year 1

Year 1 Autumn 2


	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	



Phonics Screening Check



Phonics is extremely important in Year One due to the Phonics Screening Check that takes place in June. This is a statutory assessment that highlights which children are on track with their reading and who will require further support in Year Two. More information regarding this will be shared closer to the time.



Phonics in Year 1

Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

This might be an example of some
age-related writing at the end of
Reception:

A photograph of a child's handwritten text on lined paper. The text is written in three lines: "I went too", "narels and I went", and "on my bike." The handwriting is cursive and somewhat messy, with some letters like 'narels' and 'bike' appearing to be phonetic or misspelled. The paper has horizontal lines and a small number '26' in the top right corner.

I went too
narels and I went
on my bike.

Year 1 Writing example

This child was working at the expected level for Year 1 at the end of the academic year.

On Saturday me, My
mum and dad
went to see
Elia and Max's
dance show. ✓ Samuel
was there to. Me,
Mum Grace and Nat
cried because he ^{were} so
happy. ✓ On Sunday
he staid at home
and then went out
Sid.

Writes sentences by:	1. sequencing sentences to form short narratives/non-fiction texts.
	2. re-reading what has been written to check that it makes sense.
To use simple sentence structures.	
To write a sequence of sentences that make sense, begin with a capital letter and the appropriate end punctuation.	
To use time adverbs and meaningful adjectives to add detail.	
Uses spaces between words.	
Can join words and clauses using 'and'.	
Has an awareness of:	capital letters for names, places, days of the week and the personal pronoun 'I'
	full stops
	question marks
	exclamation marks
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately (from English Appendix 1).	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Greater Depth at the end of Year 1

To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purposes.

To reread their writing to check that it makes sense and independently make changes.

Sentences are accurately constructed with capital letters and the correct end punctuation, to indicate statements, questions or exclamations.

To sustain the writing of longer texts, that sustains the interest of the reader.

To open a narrative by describing a character instead of an event; and to have a clear beginning, middle and end.

To write more extended sentences using a range of different conjunctions and experimenting with different sentence openers.

To actively seek and use new words in their writing, using their phonic knowledge to attempt to spell them.

To spell common exception words from year 1 and beyond accurately.

Letters are correctly formed and oriented with ascenders and descenders and capital and lower case letters evident.

What will we be learning in Year 1?

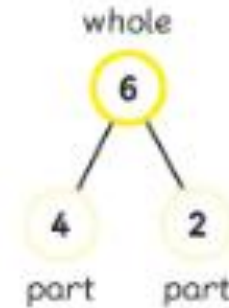
Maths

We follow the Maths No Problem! Scheme, this scheme includes carefully built-up mathematical concepts and processes adapted from the maths mastery approaches used in Singapore.

The Concrete-Pictorial-Abstract (C-P-A) approach forms an integral part of the learning process through the materials developed for this series.

Maths — No Problem! incorporates the use of concrete aids and manipulatives, problem-solving and group work.

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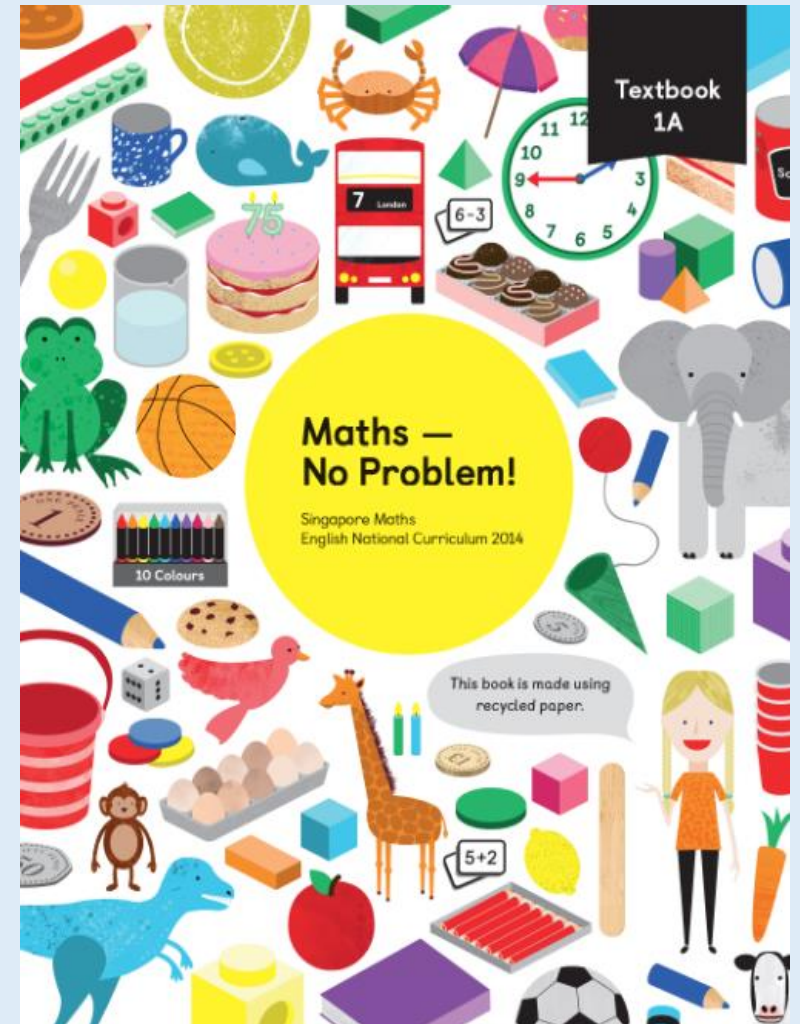
This is called a number bond.



I can see that 4 and 2 make 6.

Maths – No Problem!

- We follow the Maths Mastery Approach – small steps to consolidate learning
- Focus on depth of learning and not rote learning
- Keep up, not catch-up approach
- High quality textbooks and workbooks



These are the topics we will be covering in maths.

Primary Maths Series — Year 1 at a glance

	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value: Numbers to 10 Lesson breakdown	Calculations: Addition and Subtraction within 20 Lesson breakdown	Calculations: Multiplication Lesson breakdown
Week 2		Geometry – Properties of Shape: Shapes and Patterns Lesson breakdown	Calculations: Division Lesson breakdown
Week 3	Calculations: Addition and Subtraction Lesson breakdown	Measurement: Length and Height Lesson breakdown	Fractions: Fractions Lesson breakdown
Week 4		Revision and Mid-Year (A) Tests	Number and Place Value: Numbers to 100 Lesson breakdown
Week 5		Review and Remediation	Measurement: Time Lesson breakdown
Week 6		Number and Place Value: Numbers to 40 Lesson breakdown	Measurement: Money Lesson breakdown
Week 7	Geometry – Position and Direction: Positions Lesson breakdown	Calculations: Addition and Subtraction Lesson breakdown	Measurement: Volume and Capacity Lesson breakdown
Week 8	Number and Place Value: Numbers to 20 Lesson breakdown		Measurement: Mass Lesson breakdown
Week 9	Calculations: Addition and Subtraction within 20 Lesson breakdown	Calculations: Multiplication Lesson breakdown	Geometry – Position and Direction: Space Lesson breakdown
Week 10	Calculations: Addition and Subtraction within 20 Lesson breakdown		Revision and End-of-Year (B) Tests
Week 11	Calculations: Addition and Subtraction within 20 Lesson breakdown		Review and Remediation
Week 12			

Trips

Term	Venue	Mode of Transport	Approximate Cost per Pupil
Autumn	Daisy Fields	Walking	Free
Spring	Pizza Express	Bus	Free
	Brighton	Coach	£40 (approx..)
Summer	St. Lawrence Church	Walking	Free
	Transport Museum	Coach	£20 (approx.)

Other Information

PE Day – Tuesday – full PE kits to be worn on these days please.

Reading books & reading diaries – Please return to school every day in wallet. Record any reading in Reading Diaries (this is rewarded). Little Wandle Phonics books will be changed every Wednesday. Please look after these!

Library – Thursday is our library day so please bring in your library books so the children can exchange their book for a new one.

Spelling – New spellings are given out on Mondays and the spelling review is on Fridays.

Homelearning – Phonics Review sheet is handed out on Thursdays.

What can we do at home?



Keep reading and discussing your three books (Little Wandle, Class book and library book).



Weekly spelling review.



Number practice – number bonds within 10 and 20.



Counting forwards and backwards from different numbers to 100.



Counting in 2s, 5s and 10s.



Being independent with belongings, shoes, clothes and following instructions.



Handwriting.