

Welcome to Year 1



Information Booklet

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Reading

As a school, we are committed to helping every child to fulfil their full potential. Developing the skill and enjoyment of reading is essential in enabling our children to become successful learners. Reading is developed within school through whole class, guided group and individual reading. As teachers, we use the Accelerated Reading programme to:

- 1) Find books that are the right ability for the children;
- 2) Encourage children to read more;
- 3) Improve your children's reading ability.

By the end of Year 1, we aim to have every child on the Accelerated Reading programme.

These are linked to the National Curriculum levels of attainment for reading. It is expected that your child will move through these levels. When children are reading independently it is recommended that they should have an accuracy rate of around 95%. This means that they should only get one or two words wrong every twenty words.

Books will be changed as required. If you feel your child is struggling with the amount of reading or they do not have sufficient books, please come and speak to me. However, it is important that your child is able to explain what has happened in the story as well as being able to decode the words.

Children are also expected to know all of the 100 High Frequency words by the end of Year 1. These can be found in the 'Home School Link Book' on page 47. Once they can read these they should then start to read the next 200 common words on page 48. Your continued support with regards to reading and spelling will be of great benefit to your child.

Reading at Home

Your support at home is, of course, crucial to the successful development of your child's reading. Your child has been given a 'Home School Link Book'; for you to record in every time you read with your child. It is crucial that you try to read with your child at least 4 times per week to fit in with your other family commitments. This will help their learning across the curriculum and promotes their self-esteem. There are lots of ways in which you can help your child at home; we have listed a few ideas below:

- Listen to your child read
- Read a story to your child
- Share a book together - take it in turns to read pages
- Before you begin a book - look at the cover - ask your child to predict what the book will be about
- Stop at a point in the story - ask your child to predict what will happen next. Why do they think that?
- Make your own predictions and explain your reasons. Remember children learn by imitating others.
- Look through a book first, only looking at the illustrations - try and work out what is going to happen
- At the end of the book - discuss 'who is your favourite character?' and 'did you enjoy this book? Why?'
- Make up a quiz about the book. Or even better ask your child to ask you questions!
- Pretend you are a character. Get the children to ask you questions and answer in role. Swap over to allow them to have a go at 'being' the character.
- Can you find the word [put your own word here] anywhere in the book?
- Make up stories together relating to what happened before or after the story took place.
- Practise reading the 100 High Frequency words on page 47.

Please feel free to encourage your child to read a range of books and texts e.g. comics, signs, newspapers etc in order to encourage a love of reading.

Phonics

Phonics takes place each morning for 20 minutes from Monday to Friday.

What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'ee'; and
- blend these sounds together from left to right to make a word e.g sh-ee-p, sheep.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

In Year 1 each child is expected to complete Phases 3, 4 and 5.

During the summer term, each child will participate in a phonics screening check.

What is the phonics screening check?

The phonics screening check is a quick and easy check of your child's phonics knowledge. It helps the school to confirm whether your child has made the expected progress.

How does the check work?

- Your child will sit with the class teacher and be asked to read 40 words aloud.
- Your child may have read some of the words before, while others will be completely new.
- The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.

What are 'pseudo' words?

The check will contain a mix of real words and 'pseudo' (or 'nonsense words'). Your child will be told before the check that there will be non-words that he or she will not have seen before. Many children will be familiar with this because many schools already use pseudo words when they teach phonics.

Pseudo words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the pseudo words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

After the check

The school will inform you about your child's progress in phonics and how he or she has done in the screening check in the last half-term of year 1. If your child has found the check difficult, we will tell you what support is in place to help him or her improve. Your support can also help your child to take the next step in reading. Children who have not met the standard in year 1 will retake the check in year 2.

All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

Phonics at home

There are a few websites that you can play with your child at home to help them with their phonics:

www.phonicsplay.co.uk

Great for games, helpful planning advice. Links with Letters and Sounds.

www.bbc.co.uk/schools

Good phonics sections with ideal starters for sessions and games.

www.ictgames.com

www.ngfl-cymru.org.uk

Lots of phonics/spelling games

www.starfall.com

phonic games and phonic stories

www.firstschoolyears.com

www.twinkl.co.uk

www.letters-and-sounds.com

www.jollylearning.co.uk

Jolly Phonics website

Phase 3

We continue to recap this phase throughout year 1. By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2 .

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes (a letter or a group of letters representing one sound) are introduced.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Digraphs (two letters making one sound): ch, sh, th, ng e.g. ai, oo, ow, ai, ee, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words:

| | | | | | |
|----|-----|------|-----|-----|-----|
| we | me | be | was | no | go |
| my | you | they | her | all | are |

Phase 4

The children will learn to blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

This phase consolidates all the children have learnt in the previous phases.

Tricky words

| | | | | | |
|------|------|------|-------|--------|------|
| said | so | she | He | have | like |
| some | come | were | there | little | one |
| they | all | are | Do | when | out |
| what | my | her | | | |

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

Tricky words:

| | | | | | |
|--------|-------|---------|---------|---------|-----------|
| oh | their | people | Mr | Mrs | looked |
| called | asked | | | | |
| water | where | who | again | thought | through |
| work | mouse | many | laughed | because | different |
| any | eyes | friends | once | please | |

New graphemes for reading:

| | | | |
|---------------|----------------|-----------------|------------------|
| ay day | oy boy | wh when | a-e make |
| ou out | ir girl | ph photo | e-e these |
| ie tie | ue blue | ew new | i-e like |
| ea eat | aw saw | oe toe | o-e home |
| | | au Paul | u-e rule |

By this phase children should be reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

Literacy- Year 1 Expectations

READING

Word reading

To be able to:

- Sound and blend unfamiliar printed words quickly and accurately using phonic knowledge they have been taught.
- Read words with more than one syllable that contain taught sounds.
- Read words with contractions e.g. I'm, we'll, I'll.
- Read all 100 HWF words
- Re- read books with fluency and confidence.

Comprehension

To be able to:

- Understand the books they have read by discussing events in the book.
- Predict what might happen on the basis of what they have read so far.
- Check books make sense to them as they read correcting themselves when they make mistakes.
- Inferring what a character might be like from what they say and do.

WRITING

Transcription

To be able to:

- Write from memory simple sentences

- Hold a pencil comfortably and correctly.
- Form capital letters, lower-case letters and digits from 0-9 in the correct direction, starting and finishing in the right place.
- Understand which letters belong to which handwriting 'families'.

Composition

To be able to:

- Write sentences by composing a sentence orally before writing it.
- Sequence sentences to form a short narrative.
- Read their own work and check it makes sense.
- Discuss what they have written and why with the teachers.

SPELLING, GRAMMAR AND PUNCTUATION

To be able to:

- Spell words containing phonemes already taught, days of the week and common words e.g. the, and, said, some, come.
- Name the letters of the alphabet in order.
- Use the spelling rule for adding *s* or *es*, *ing*, *ed* and *est*.
- Use connectives such as *and* to join sentences.
- Separate words with spaces.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Numeracy- Year 1 Expectations

NUMBER

To be able to:

- Count (forwards and backwards), read and write numbers to 100 in numerals.
- Count in ones, twos, fives and tens.
- Identify one more, one less, odd and even numbers from numbers 0 to 100.

CALCULATION

To be able to:

- Memorise their number bonds to 20.
- Read, interpret and write mathematical statements involving addition (+), subtraction (-), and equals (=) signs.
- Add and subtract 1-digit and 2-digit numbers to 20.
- Add three 1-digit numbers.

FRACTIONS

To be able to:

- Recognise, name and write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ as equal parts of an object, shape or quantity.

GEOMETRY AND MEASURES

To be able to:

- Recognise and name common 3-D and 2-D shapes.
- Compare, measure and record for length, height, mass, capacity, quantity and time.
- Tell the time to the hour to the hour and half past the hour.
- Recognise and use pounds (£) and pence (p) with different denominations of money.

PROBLEM SOLVING

To be able to:

- Compare, describe and solve a range of practical problems.

Our Topic

This term the topic is 'The Enchanted Forest' some of our learning will include:

Literacy

- Reading traditional tales- Little Red Riding Hood, Three Little Pigs, Hansel and Gretel,
- Sequencing activities- making sure the children can retell stories in the correct order.
- Character descriptions-wanted/missing posters.
- Hot seating- who is guilty the big bad wolf or the three little pigs?
- Writing instructions to help Hansel and Gretel learn how to brush their teeth after indulging in too many sweets.
- The gingerbread man-writing recipes.
- Creating their very own traditional tale.
- Autumn poetry
- Handwriting.

Numeracy

- Counting, recognising, sequencing and writing numbers from 1 to 100.
- Learning their number bonds to 10 and 20.
- Counting forwards and backwards in 1s, 2s, 5s and 10s.
- Recognising different symbols for addition and subtraction.
- Problem solving activities.

Topic

- 'All the better to smell you with my dear'- the children will be exploring the 5 senses.
- Labelling the body.
- Properties of materials.
- Light and dark- looking at different light sources- how can we help Hansel and Gretel find their way home during the night?
- Map reading skills- can they find their way to Grandma's cottage?

Homework

Reading

We ask that children read at least 4 times per week. Please sign your child's diary to indicate when they have read. On a Friday morning, we will check your child's diary and stamp the bottom of the page if they have read at least 4 times. This will then gain them a star on the 'Reading Road to success' (which can be found in their reading diary). For every week your child reads at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.



Spelling

At the beginning of each half term, parents will receive a list of Spelling words which shows which spelling patterns and high frequency words we will be focusing on each week in school. These spellings will then be tested at the end of each half term. After the test, your child will highlight all words they spelt correctly on their spelling lists (in their own reading diaries) and will spend time in school practising any words they struggle with. Please encourage your child to regularly practise their spellings at home.

Maths

At the beginning of each half term, you will be sent the 'Key Instant Recall Fact' that your child will be focusing on for that half term. Please encourage your child to practise these at home as well as in school.

General Information

PE

P.E will take place every Monday and Thursday. Please ensure all PE kits are in school all week. PE kits can be brought into school on a Monday and will be taken home on a Friday to be washed. Could earrings please be removed before the day. (Please ensure clothing/shoes are named).

Swimming

Swimming will take place every Friday in the Summer term only. Please ensure swimming kits are brought into school on this day. (Please note that this is subject to change depending upon current COVID restrictions).

Water Bottles

Children are encouraged to bring water bottles into the classroom during the school day. Please ensure that your child's name is clearly labelled on the bottle.

Forms

Any letters or reply slips, which need to be returned, can be put in your child's bag or handed to either myself or the teaching assistant. The children are encouraged to check them each morning and give things in after the register.

Drop Everything and Read DEAR

Daily from 1:00pm until 1:15pm children will engage in reading independently, during this time, children who have finished their books will take part in a quiz that focuses upon their comprehension and understanding of the text read.

COVID - 19 Routine

When your child enters the school building at their staggered time slot they will be required to wash their hands thoroughly in accordance to the Government expectations. On return to school all reading books will be placed in a returns basket and will be ready to use again after the 72-hour period.

We would like to take this opportunity to express our excitement for the upcoming academic year. I am looking forward to helping your child to grow, develop and flourish to enable them to reach their full potential. We have lots of exciting opportunities and activities planned, we look forward to a fun, engaging and successful year ahead. We feel that it is a privilege to be a part of your child's learning journey and look forward to working in partnership with yourselves.

Year 1 Team.