



# Welcome to Year 1

Parents' Meeting

September 2023

## Year 1 Staff



Mr Collyer, Mrs Thomas, Ms Ellie and Ms Rebecca



Mrs Gray and Mrs Oi Kwan



Miss Matheson, Mrs Vaughan and Mrs Choi

**PLUS**

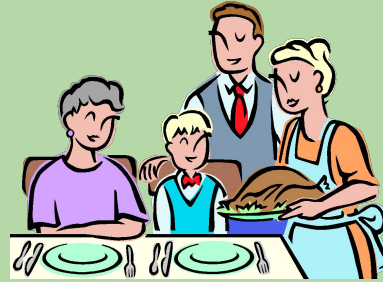
Mrs Ruth, Mrs Bern

Mrs Heard (SENCO & Inclusion Manager),









Parents are the most  
important people in their  
child's education.

Please feel free to talk to us as you  
drop off and pick up your child. If  
more time is needed, we will arrange  
a time before or after school.



## Year 1 Systems



- Tapestry is no longer used in Year 1. We have an open door policy- please feel free to talk to us as you drop off and pick up your child. If more time is needed, we will arrange a time before or after school.
- Important information will be communicated by letter in blue bags and by email. Please check your child's bags and school emails regularly. We are also trialling google classroom as a form of communication.
- Display boards and classroom doors are also updated with class-specific information and items of interest.
- We encourage you to hand any important documents or notes directly to the teacher or TA at the door.

# Please name your child's belongings

Everything **MUST** be clearly named

➤ Water bottles



**WATER ONLY PLEASE!**

➤ Lunch boxes



➤ Clothing



➤ Coats – always have one



**Lost property boxes are located to the left of Otter class.**

# P.E.

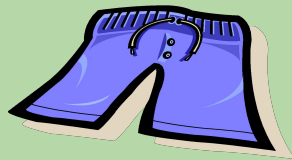
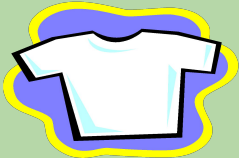
Children should come to school in their kit on PE days

Weekly PE and Love the Ball sessions:

Love the Ball in Autumn 1, Spring 2, Summer 1 and Summer 2

PE kit:

- **Named** shorts/joggers/leggings, t-shirt & **velcro** trainers



- Please check the weather and bring appropriate kit
- No earrings, no jewellery

PE days for Autumn 1: Tuesday and Thursday

# Teaching and Learning in Year 1



- Cross-curricular topics
- Variety of learning approaches: exploration and play; whole class discussions and teaching; focused group work.
- Inspiring curiosity and developing independence.
- Outdoor provision - Year 1 Outdoor Learning Space.



School Council



# English



# Year 1 English Curriculum

**Spoken Language:** objectives run across Key Stage 1 and 2. Applicable across the curriculum.

## Reading

### Word reading

Decode words through application of phonic knowledge.

Read aloud and re-read to develop fluency.

### Comprehension

Develop pleasure in reading; motivation to read; vocabulary and understanding in a range of genres.

Explain clearly their understanding of what is read to them.

Draw on existing knowledge to develop understanding; check that a text makes sense; make predictions and inferences about what they are reading.

## Writing

### Spelling

Draw on phonic knowledge to spell.

Alphabet letter names.

Days of the week.

### Transcription

Handwriting, letter and digit formation (lowercase and capital).

Posture at table and pencil grip.

### Composition

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

## Vocabulary and Grammar

Leave spaces between words.

Join words and clauses using conjunctions, such as "and".

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Make regular plural nouns using '-s' and '-es'.

Use suffixes (e.g. '-er', '-ing', '-ed')

Use the prefix 'un-' to alter the meaning of adjectives and verbs.

# Phonics



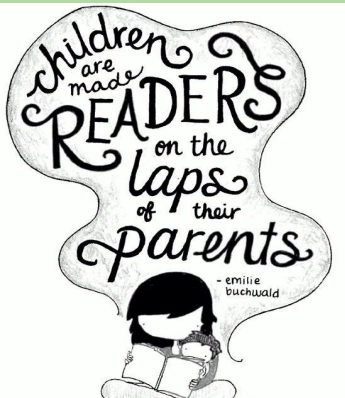
**Little Wandle Letters and Sounds Revised** is a complete systematic synthetic phonics programme developed for schools by schools. It provides a complete teaching programme meeting all the expectations of the **National Curriculum**, the **Ofsted Deep Dive** into reading and preparing your children to go beyond the expectations of the **Year 1 Phonics Screening Check**.



IF YOU DO THIS **1 THING** YOUR CHILD WILL  
SUCCEED AT SCHOOL\*

# READ TOGETHER

- For 10 minutes every day (if possible)
- Hear them read AND read to them
- Chat about the story and the world around you.



# Year 1 Reading Resources

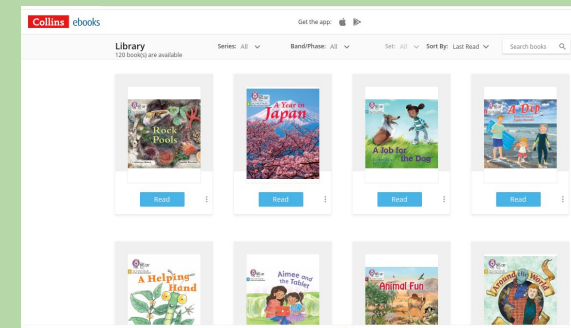
## ➤ **Reading records:**

Comment or sign weekly after reading with your child.

Teachers provide a half-termly progress update, or communicate more frequently where necessary.

## ➤ **Collins Big Cat ebook library:**

Your child will be assigned their main reading book online each week. Individual logins are provided in your child's reading record.



## ➤ **Free-choice fully decodable readers:**

Celebrate your child's reading success and encourage pleasure for reading with fully decodable texts.



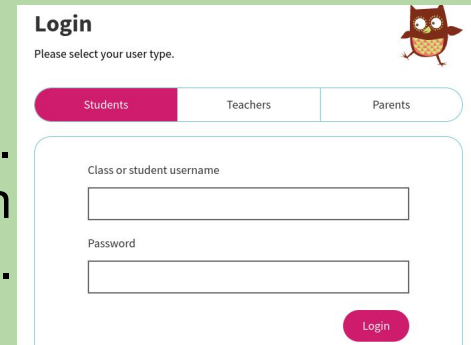
## ➤ **Phonics summary:**

Phonic sounds, words and tricky words taught each week will be uploaded to google classroom so that you can see the new sounds your child has learned.

# Additional reading opportunities

## Oxford Owl ebook library

An additional source of fully decodable texts is available. These are great for additional blending practice or working on a phonic target.

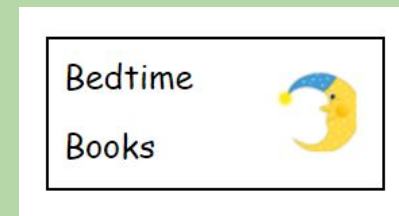


The image shows the login page for the Oxford Owl website. At the top right is an owl logo. Below it, the text 'Login' is followed by 'Please select your user type.' There are three tabs: 'Students' (highlighted in pink), 'Teachers', and 'Parents'. Below the tabs are two input fields: 'Class or student username' and 'Password'. A pink 'Login' button is at the bottom right.

## Bedtime books

Children can exchange their bedtime book weekly. Books are sent home in a labelled tote bag with a personalised bookmark.

Please return both bag and bookmark each week as these are part of the choosing routine.



## Library time:

We will be providing library time in school each half term.

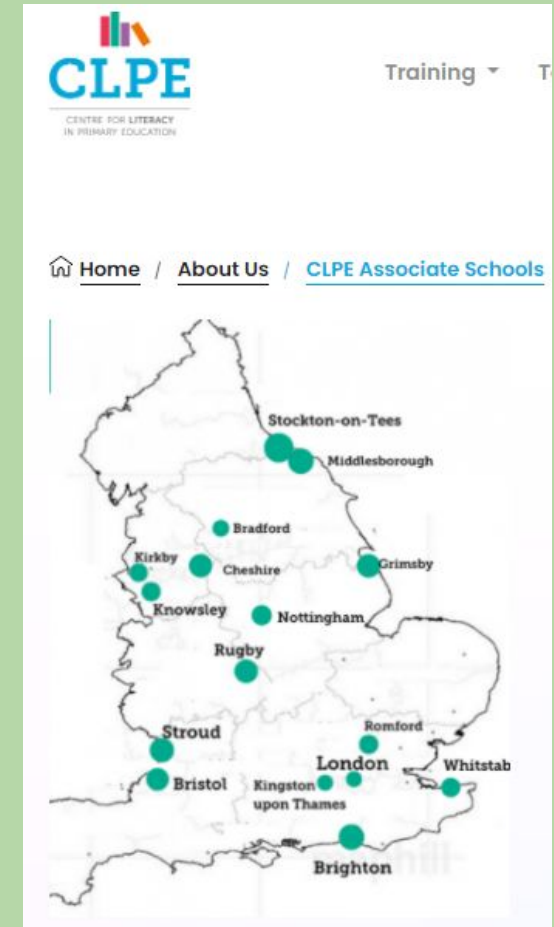




## Writing

# CLPE Power of Reading

**The Power of Reading** is CLPE's proven resource and training programme which uses **quality children's literature** and **creative teaching approaches** to support schools to develop a high quality literacy curriculum and foster a whole school **love of reading and writing**.



# Developing Spoken Language

Drama

Role play







Performance



*"It is perfectly possible for someone to be deeply engaged in the writing process without holding a pencil or touching a computer keyboard...."*

# Handwriting

- Children learn print letter formation, and move towards joining when ready (using a 'lead out').

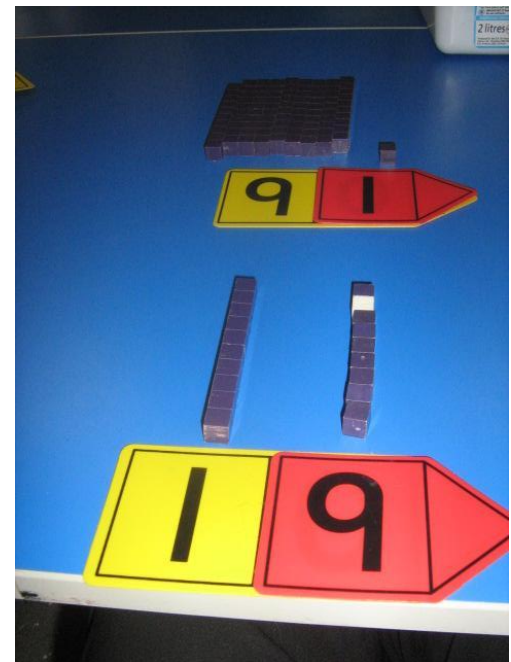
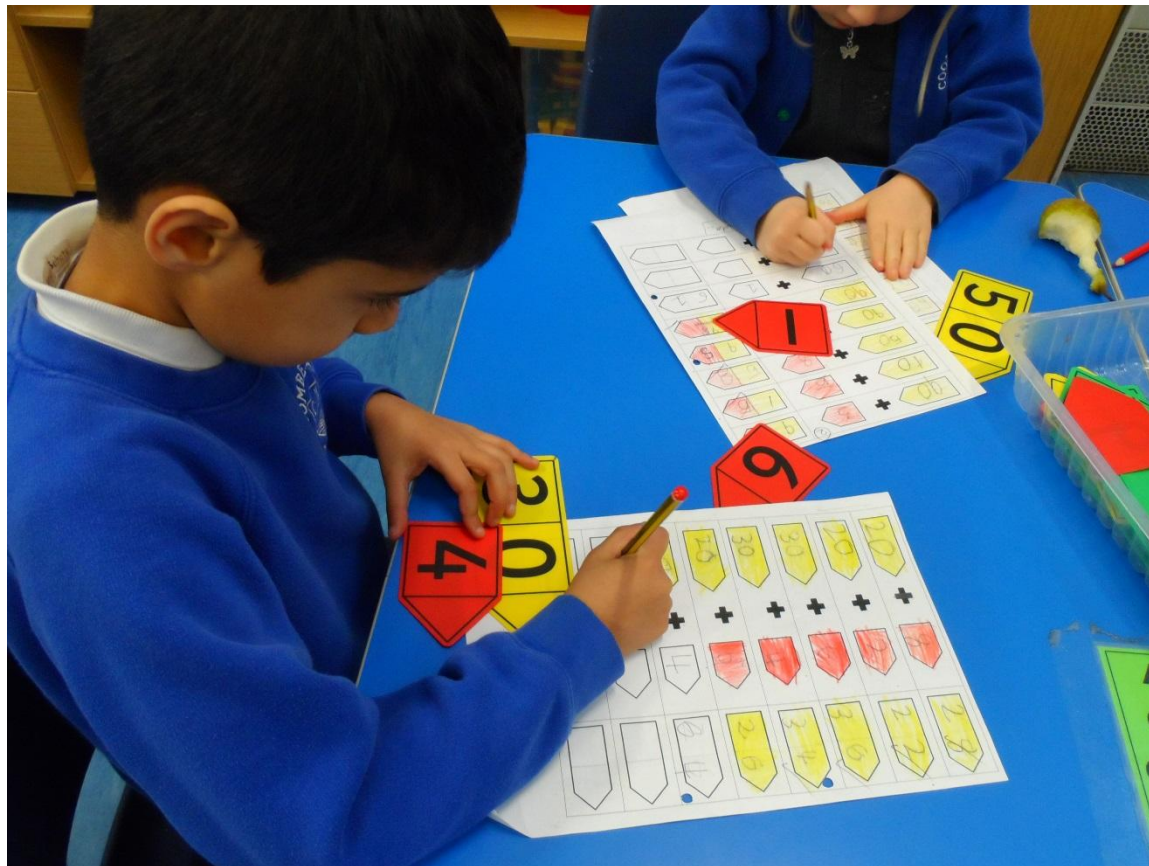
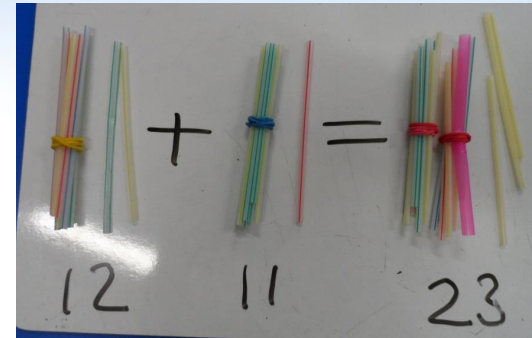
Curly Letters		
		<b>snake</b> Slide down the slippery snake
		<b>astronaut</b> Around his head, up to the top, down and a flick
		<b>goat.</b> Round his body, up and down, down underground and curl

We continue to use letter formation ditties introduced in Reception.

Please check your Reading Record for the full list of letters.



# Maths



# Year 1 Maths Curriculum

## Number

Count, read and write numbers

Count forwards and backwards from any given number

Identify one more or one less from a number

Count in multiples of 2s, 5s and 10s

Use and understand the language of 'equal to' more than' less than' 'fewer' 'most' and 'least'

## Calculation

Addition (number bonds to 10 and 20)

Subtraction

Simple Multiplication (arrays, objects)

Simple Division (sharing objects)

Fractions (wholes, halves, quarters of shape or quantity)

## Shape and Measure

Shape – Common 2d and 3d shapes

Use the language of position, direction and motion

Practical problems with length, height, mass, weight, capacity, time.

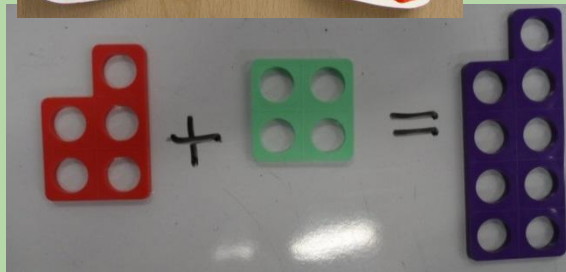
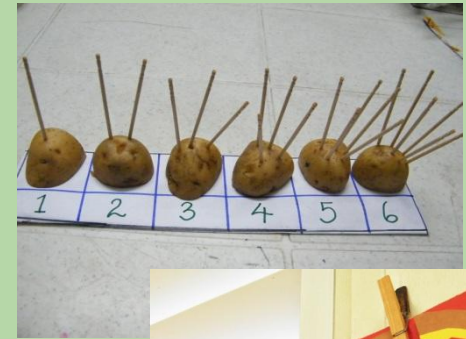
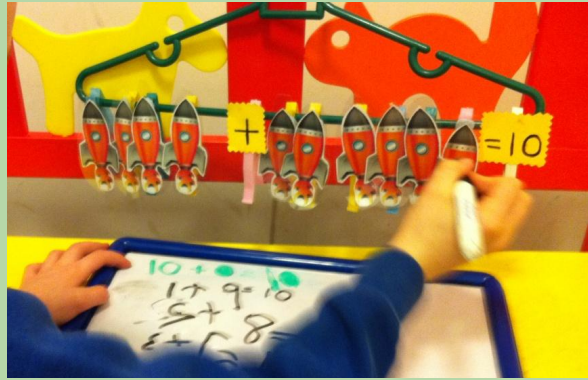
Coins – know the value of different coins

Sequence events in chronological order

Time – tell the time to o'clock and half past; days of the week, months of the year



# CPA approach: Concrete - pictorial - abstract



Some maths resources we use in the classroom:



Numicon



Rekenrek

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

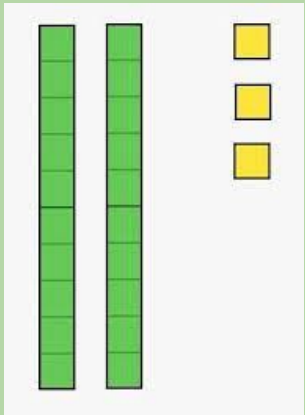
Hundred square



Number line



Tens frame



Diennes



Bead string



# Maths at home

➤ Number formation

➤ Practical maths:

Counting objects, games, cooking, measuring, shape hunts, shopping with money, sharing objects, making patterns

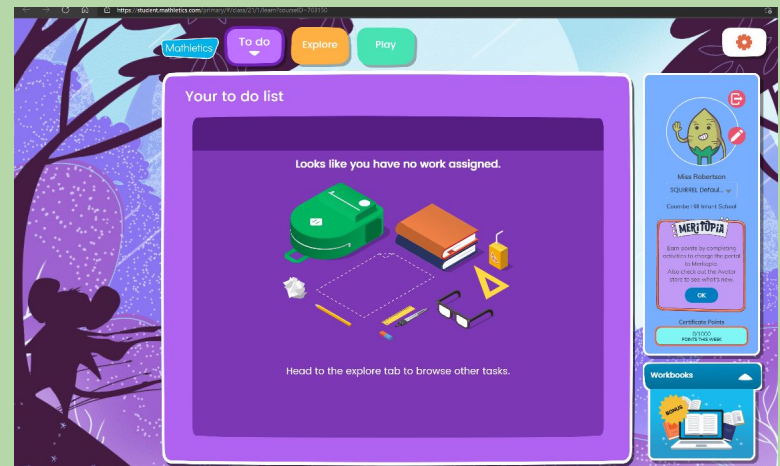
➤ Rote/mental arithmetic:

Counting,  $+$ / $-$ , days of week, months, multiples of 2, 5 and 10 (applying)

➤ Mathletics:

Weekly homework assignments related to topic in school.

Teachers check completed tasks.





# Weekly learning at home



## Reading and Phonics

Daily - Big Cat ebook,  
free-choice decodable book,  
bedtime books

Revisit phonics sounds and  
words taught the previous  
week. This can be used for  
spelling practice.

## Weekly Maths

Mathletics tasks will be  
assigned every Friday

## Spellings

Spelling practice is now  
part of our daily Phonics  
sessions

Spellings are assessed  
through ongoing writing  
tasks

Check the [Year 1 page on our school website](#) for more home learning ideas every half term.

**Please keep your child's reading book in the blue bag**

# Assessment

- Ongoing and formative **throughout** year and across Key Stage 1.
- Parent chats in Autumn and Spring to discuss progress.
- Year 1 Phonics Screening - June 2024
- Reports out in **July**

## Teacher Assessment at the end of Year 1

**E** = emerging within the expected standard  
**D** = developing within the expected standard  
**S** = secure within the expected standard  
**M** = mastery within the expected standard

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.gov.uk/government/collections/key-stage-1-teacher-assessment>

<b>READING</b> <i>Your child can:-</i>	<b>E</b>	<b>D</b>	<b>S</b>	<b>M</b>
<i>read Year 1 graphemes accurately and blend them to form words</i>	at least 20%	up to 50%	75% or more	90% or more
<i>read common exception words in the year 1 curriculum</i>	at least 20%	up to 50%	75% or more	90% or more
<i>correct inaccuracies as they are reading</i>	when prompted	beginning to	usually	consistently
<i>check the text makes sense when they read</i>	when prompted	beginning to	usually	effectively
<i>demonstrate their understanding of what they read and what is read to them</i>	with support	answering basic questions	explaining clearly	summarising key events
<i>make inferences and predictions</i>	with support	beginning to	usually	consistently

# Opportunities to help

- Class reps- thank you!!
- Reading/Maths volunteers - afternoon small group activities (across the year group)
- Wider curriculum provision: cooking, sewing, art (we will let you know)
- Pencil sharpening - collect Friday, drop off Monday
- Cultural heritage evening
- Read a story or talk about your work
- Cake sale
- Forest school
- Trips and visits

