

# Welcome to Year 1



# Overview

- ❑ Staff
- ❑ English
- ❑ Reading and Phonics
- ❑ Maths
- ❑ Other subjects
- ❑ Topics throughout the year
- ❑ Homework
- ❑ Timetable



# Staffing in Year 1

- ❑ Teacher
  - ❑ Miss Noble
- ❑ Teaching Assistant
  - ❑ Mrs Hayward
  - ❑ Mrs Short
- ❑ Other members of staff
  - ❑ Mrs Southwood - Spanish
  - ❑ Mr Knowles - PE
  - ❑ Mr Kirkland - Music
  - ❑ Mrs Parry and Mrs Pemberton - Art



# English

- ❑ Talk for Writing
  - ❑ Imitation
  - ❑ Innovation
  - ❑ Independent Application
- ❑ Over the year we will study different poems, stories and a non-fiction texts.
- ❑ Using these texts, the children will learn the following skills:
  - ❑ Speaking, listening, group discussion & drama
  - ❑ Features of different text types
  - ❑ Writing
- ❑ The children will also be building up their own vocabulary that will aid them with their future writing.
- ❑ Year 1 Writing objectives and Grammar definitions



# Reading in Year 1

- ❑ Reading books are changed on your child's reading day.
- ❑ Individual reading
- ❑ Guided reading
  - ❑ Starting after half term
  - ❑ Particular reading skills will be taught



# Reading Scheme

## ❑ Quick Overview

- ❑ Your child will work towards certificates the more they read.
- ❑ Recorded in Homework diaries these will be checked on your child's reading day.
- ❑ Little and often is best!

## ❑ Awards

- ❑ Bronze: 25 points
- ❑ Silver: 50 points
- ❑ Gold: 100 points
- ❑ Platinum: 125 points
- ❑ Diamond: 150 points
- ❑ Palladium: 175 points



# Tips for reading with your child

- ▶ **Before reading:** look at the book cover and talk about your child's expectations. Is the book fiction or non-fiction? What does your child think the book is going to be about? Who is the author?
- ▶ **While reading:** if your child is reading and needs support with an unknown word you can sound it out and help to blend the sounds together. Have a 'meaning check' every now and again to ensure that your child understands the text. Talk about the pictures - what do you think is happening? What might happen next? Talk about the different characters, how might they be feeling?
- ▶ **After reading:** talk about the book. What was it about? Ask questions beginning with the words *how* and *why* to check that your child has been able to read between the lines. Then ask your child to explain what the best and worst bits of the book were, and why.
- ▶ **Further activities** after reading a story could be to act out the story, drawing pictures, make up songs, create puppets, read to pets/teddies, record child reading and play it back.

# What if they make a mistake or don't know a word?

- ▶ Miss the word out and read to end of the sentence. Then go back to the beginning of the sentence and see if you can work it out.
- ▶ Help them to sound word out, model how to do this or talk to them about why this is a tricky word.
- ▶ Try to keep the story flowing so you can both enjoy reading together. It is more important for your child to know what the book is about, rather than read every word correctly.
- ▶ Remember to be positive and praise your child even if they do not read the whole book fluently.



# Phonics

- Letters and Sounds scheme
- Phonics Screening test June



# Phonics is all about using ...

**skills** of  
segmenting  
and blending

+

**knowledge**  
of the  
alphabet

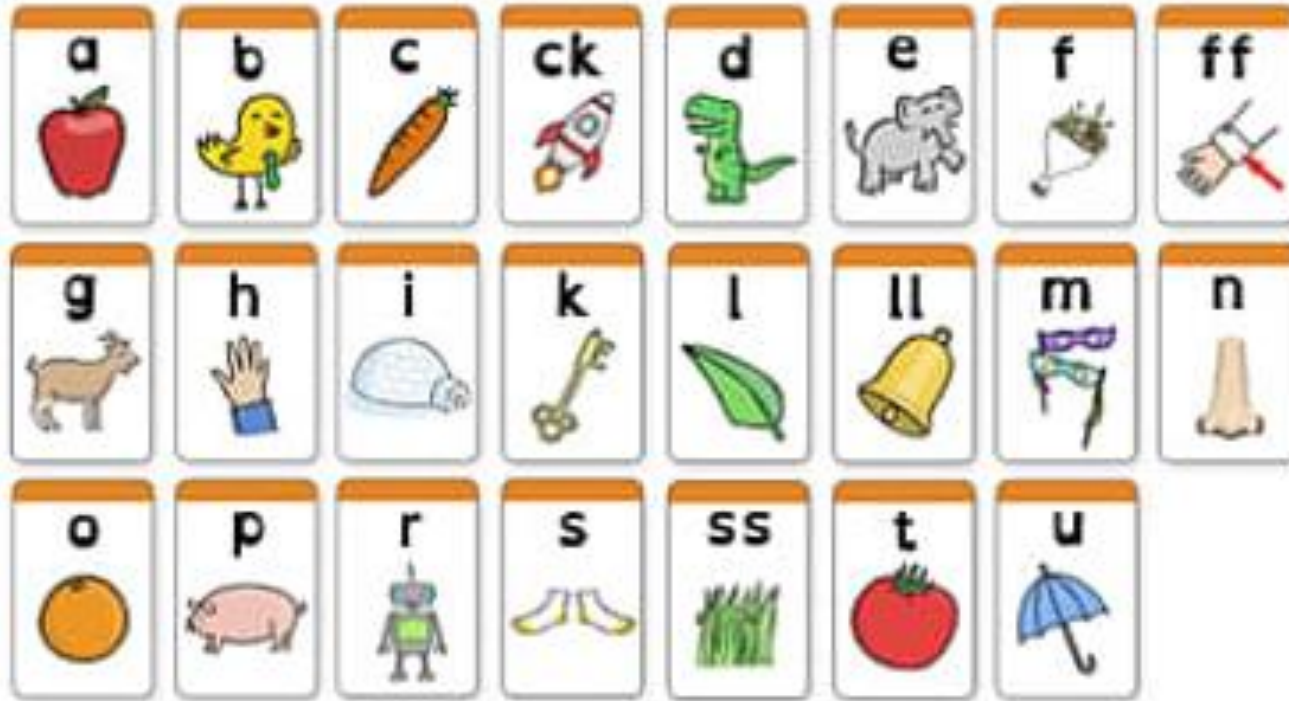
The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

# Phonic terms your child will learn at school

- ▶ **Phoneme:** The smallest units of sound that are found within a word. You hear a phoneme.
- ▶ **Grapheme:** The spelling of the sound e.g. ai This can be 1 letter, 2 letters or more! You see a grapheme.
- ▶ **Digraph:** Two letters that make one sound e.g. sh
- ▶ **Trigraph:** Three letters that make one sound e.g. igh
- ▶ **Segmenting** is breaking up a word into its sounds.
- ▶ **Blending** : Putting the sounds together to read a word
- ▶ **Tricky words:** Words that cannot easily be decoded.









# Phase 2



My Phase 2 sound mat

# Phase 3

## Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

# Phase 4

Children will learn a range of consonant blends (two consonants together where each sound can be heard).



My Phase 4 sound mat



My Phase 4 sound mat



# Phonics in Year 1

- ❑ Recapping Phase 2 & 3 sounds
- ❑ Phase 4 - Practising sounds learnt so far. Consonant clusters or blends at the beginning, end or beginning and end of words. E.g. spot, tent, spend
- ❑ Phase 4 does not introduce any new phonemes. It focuses on reading and spelling longer words with the phonemes they already know.
- ❑ Phase 5 - Alternative pronunciations of graphemes and alternative spellings of the sounds children already know.

# Phase 5

- ▶ Children will learn the alternative spellings for each sound.

e.g. ai

rain

day

make

may

take

They already know the ai sound as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**.

e.g. ee

bead

need

chief

honey

funny


Pete

be



For example, an ee sound at the end of the word is most likely to be spelt with a y. At the end of a short word, it is most likely to be spelt with an e.

ey	ee	e	y	ea	ie
donkey	been	me	puppy	teach	relief
money	asleep	maybe	very	speak	chief
	need	we	jolly	treat	
	feet	she	happy	cream	
	seen			leak	



# Phase 5

Alternative pronunciations of graphemes  
will also be introduced

e.g. ea

tea

head

break























pea

dead

steak

# Phase 5

## Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

# 'Tricky' Words

## Phase 2 Tricky Words

the  
to  
I  
no  
go  
into

## Phase 3 Tricky Words

you  
they  
all  
are  
my  
her  
he  
she  
we  
me  
be  
was

## Phase 4 Tricky Words

said  
like  
do  
come  
there  
little  
out  
have  
so  
some  
were  
one  
when  
what

## Phase 5 Tricky Words

oh  
could  
their  
people  
Mr  
Mrs  
looked  
called  
asked

# How can I help at home?

- ▶ **Practise the sounds learnt at school:** stick the sounds up around the house, treasure hunts for the sounds or objects beginning with sounds, practise writing the sounds using a range of materials - chalk, water, paint, foam, mud etc.
- ▶ **Magnetic or foam letters** and practise building words. When spelling, encourage your child to think about what "looks right". Have fun trying out different options. For example, tray/trai, rain/rayn
- ▶ When writing please practise **lowercase letters** using the correct formation
- ▶ Reading or writing **silly sentences/words**
- ▶ **I Spy** games
- ▶ Playing **pairs** with words and pictures
- ▶ Listening for **rhyming pairs in stories**, finding different sounds in books and the environment
- ▶ Use the **suggested websites** to play games to practise the sounds and skills learnt at School.

Each Friday I will send home the sounds we have learnt that week, with examples of words, so you can practise these with your child.

# Useful websites

The following websites contain useful games and resources to support your child's phonetic knowledge, therefore, supporting their reading and writing skills.

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/>

<http://www.ictgames.com>

<https://www.oxfordowl.co.uk/for-home/>

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

<http://www.teachyourmonstertoread.com/>

# Mathematics

- Year 1 Maths Objectives
- Problem solving and reasoning



# Mathematics

S1/1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.
S1/2	Count in multiples of twos, fives and tens.
S1/3	Given a number, identify one more and one less.
S1/4	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
S1/5	Read and write numbers from 1 to 20 in numerals and words.
S1/6	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
S1/7	Represent and use number bonds and related subtraction facts within 20.
S1/8	Add and subtract one-digit and two-digit numbers to 20, including zero.
S1/9	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \_ - 9$ .
S1/10	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
S1/11	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
S1/12	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
S1/13	Compare, describe & solve practical probs for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).
S1/14	Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
S1/15	Recognise and know the value of different denominations of coins and notes.
S1/16	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
S1/17	Recognise and use language relating to dates, including days of the week, weeks, months and years.
S1/18	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
S1/19	Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
S1/20	Describe position, directions and movements, including whole, half, quarter and three-quarter turns.





# Other Subjects

- ❑ Geography
  - ❑ The Seaside, Geography of our local area and comparing this to another country.
  
- ❑ History
  - ❑ Great Explorers, Local History, Pompeii.
  
- ❑ Science
  - ❑ Seasons, Parts of Animals, Types of Animals, Plants, Identifying Materials and Comparing Materials,
  
- ❑ RE
  - ❑ Focus Religions are Christianity and Judaism



# Other Subjects Continued

- ❑ PE
  - ❑ Both indoor and outdoor all year round
  
- ❑ Computing
  - ❑ Currently focusing on programming
  
- ❑ As well as this the children are currently creating portraits with Mrs Parry, learning Spanish with Mrs Southwood and Music with Mr Kirkland. They will also be completing PSHE activities.



# Homework/Timetable

- Reading
  - Daily
  - Teach your Monster to Read
  - Phonics practise
  
- Spellings
  - Tested on your child's 'Reading Day'
  
- Mathematics
  
- Occasional Topic related pieces
  
- PE - Tuesday and Thursday
  - Please remember to write your child's name on everything!
  
- Show and Tell



Throughout the year we may need parent help for trips, readers and other activities. Please write your full name on the paper if you are interested.

**Thank you for listening!**

Please feel free to come and see me if you have any questions