



# Welcome to Year 1

Hedgehogs – Mrs Owen and Miss Gomez

Foxes – Miss Francis and Mrs Blackmore

Squirrels – Miss Rogers and Mrs Das





# Coming and Going



- We encourage your child to come into school by themselves as this will help to develop their independence.
- Morning drop-off
- At the end of the day as you know the children leave through the classroom door into your care. If for any reason you are unable to collect your child or you have made arrangements for your child to go home with somebody else please provide a written note or telephone the school office.



# Daily routines

Spellings on Monday mornings.

Maths and Literacy during the mornings.

PE on Tuesday and Thursday afternoons.

Topic and cross-curricular work during afternoons.

# Resources

Named PE Kit – shorts or leggings, t-shirt, daps.  
Hair tied back and no jewellery for safety.



Book bag –  
Home/School Book,  
reading book.



Named school uniform. Coat  
and sensible shoes.

# National Curriculum



- Comparison between EYFS (developmental) and National Curriculum (skills based). If your child is still working on things from EYFS we will differentiate/adapt planning to meet their needs.
- Knowledge and skills that are important for children to become successful and confident learners.
- The curriculum also sets out the achievement targets in each subject, teachers can use these to measure each child's progress and plan the next steps in their learning



# Reading



By the end of Y1:

- A child should be able to read all common graphemes (letters/groups of letters) and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.
- A child should be able to read many common words containing sounds taught so far (e.g. shout, hand, stop, or dream) without needing to blend the sounds out loud first (correspondence)
- Reading of common exception words (e.g. you, could, many or people) should be secure meaning a child can read them easily and automatically.



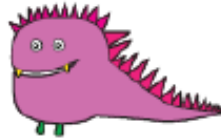
# Phonics Screening

- Don't panic!!
- Children will be assessed in June.
- The idea of the screening check is to assess your child's ability to use their blending skills to read words.
- Read real words and nonsense (alien) words.
- We are preparing them in RWI sessions and in classes throughout the year for this.
- Results are shared with you - don't worry if they don't get the expected level as phonics teaching continues in Year 2.



Section 1

frem



cloin



bulm



harnd



Section 2

comic

giving

pumpkin

fighters



## Writing:

By the end of Y1:

- a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1
- Name the letters of the alphabet in order.
- A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.
- A child is able to form letters correctly and confidently.
- A child is beginning to use some of the distinctive features of standard English in their writing. (capital letters, full stops, question marks and exclamation marks)



Writing forms a short narrative about a pet dragon. Sentences have been orally composed before writing them onto the paper.

Some parts of the writing need mediation in order to be read.

## My Pet Dragon IW+

Growing awareness of how to demarcate sentences with capital letters and full stops.

my dragon names is dave. dave is the  
niceise in the word he flups his wings  
wene he ges esitide and wene heis  
sprisede. the likise looking afte hems he  
loves. hims he amasing I befr you will like  
my dragon for your pet. his favrite thes is  
to fly his fraw trik is clambered evree day  
he Breers fire. he loves Breethng fire tsi  
feen he. ses but I think ist not.

Some simple common exception words correctly spelt my, and, your, his.

description of your pet

Some words spelt with phonetically plausible attempts breevs, favrite, other words contain misheard sound flups.

Writing forms a short and cohesive retelling of the Princess and the Pea.

## The Princess and the Pea IS

Once upon a time there was a prince he were sad because he cant find a princess rill he wanted to marid. Prince were upset because he wanted to marid a princess. Prince whent to find a princess. He looked everywhere but he didn't find one. He cum back home.

Sentence co-ordination is developed through us of because, and.

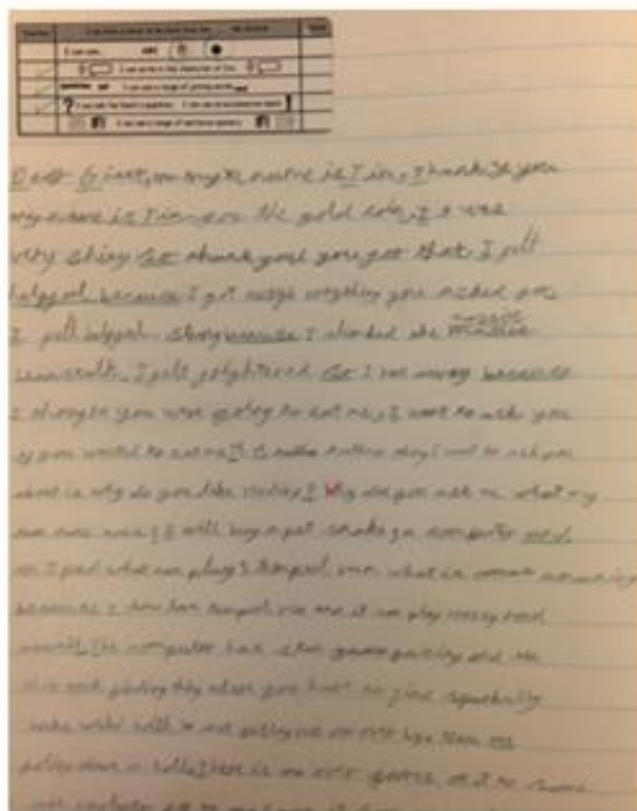
Some, and with increasing consistency sentences are correctly demarcated.

That night There was a storm. There was a thunder storm and electric litning and a masith Black cloud. Suddenly There was a noc at the door.



Letters are correctly formed and joined. The size of capital letters can still be further developed.

Many common exception words correctly spelt as well as longer phonetically plausible words: *because, frightened, really*. Some suffix words correctly spelt *helpful*.



Consistent use of full stops and capital letters. The use of question marks is accurate.

Developing use of subordination and co-ordination so, *because*, *and*

Overall across a range of pieces the pupil has been awarded 1S+

The key skills displayed are consistent across many pieces especially punctuation where the definition 'most' is more appropriate than 'some'.

# Maths



## Number and place value

- Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
- Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens
- Given a number, identifies one more and one less

## Addition and subtraction

- Represents and uses number bonds and related subtraction facts within 20





## Fractions

Recognises, finds and names a half as one of two equal parts of an object, shape or quantity

## Measurement

Compares, describes and solves practical problems for:

1. lengths and heights e.g. long/short, longer/shorter, tall/short, double/half;
2. mass/weight e.g. heavy/light, heavier than, lighter than;
3. capacity and volume e.g. full/empty, more than, less than, half, half full, quarter; and
4. time e.g. quicker, slower, earlier, later. Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times



## Properties of shape

Recognises and names common 2-D and 3-D shapes, including:

1. 2-D shapes e.g. rectangles (including squares), circles and triangles;
2. 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.



Challenge Thirteen	12.6.17	19.5.17
Challenge Fourteen	11.9.17	4.8.17
Challenge Fifteen	8.9.17	25.9.17
Challenge Sixteen	29.9.17	9.10.17
Challenge Seventeen	13.10	16.10
Challenge Eighteen	18.10	6.11.17
Challenge Nineteen	9.11	20.11.17
Challenge Twenty	6.12.17	8.1.18
Challenge Twenty One	16.1.18	29.1.18



Examples of maths marking.

Individual maths challenge tracker.

Weekly maths feedback opportunity.

Photographic evidence and recording of pupil comments.