



Year 1 Parent Meeting

Miss Musgrove and Miss Jackson

@MissMusgrove_Y1

Our Year 1 Classroom displays



Early Reading Information

Your child brings home two books each week:

- **Decodable reading book (from scheme):** This book is for your child to read to you. It has been carefully chosen so that they can work out all the words. It is important your child reads this book at home to develop fluency (reading easily and accurately), prosody (stress and intonation in language) and comprehension (understanding). **These are changed each Friday.**

3 reading sessions per week - show off success

- **Reading for Pleasure/Sharing book:** This book has words your child may not be able to read yet. It is for you to read to your child and talk about together. **These are changed each Monday.**

Reading Diary

- As a whole school, we ask that your child has 3 written entries into their reading record each week.
- These comments can be completed by you or your child.
- Your child can make a comment about their reading for pleasure book, decodable book or any additional book that they read at home.
- The more children read (and the wider variety of books they read) the more words they will come across, this improves their spelling and vocabulary.
- Reading records will be checked throughout the week.

How to read a story to your child

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat.
- Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.
- Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ...? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

Why learning to read is so important

Reading is essential for all subject areas and improves life chances. Positive attitudes to reading and choosing to read have academic, social and emotional benefits for children.

How children learn to read

Systematic Synthetic Phonics - please see videos and further information on <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>.

Reading fully decodable books.

Children must read books consistent with their phonic knowledge.

It is essential not to use other strategies to work out words (including guessing words, deducing meaning from pictures, grammar, context clues or whole word recognition).

Books must be fully decodable for your child to develop fluency, prosody and comprehension.

Children need to read books in a progressive sequence until they can decode unfamiliar words confidently.

Parents' and carers' roles in home reading

Parents/carers can have a huge positive impact on reading.

Reading practice is essential to develop fluency.

Children take home books they have read at school to re-read at home to build fluency - it is important your child re-reads their decodable book. This will improve your child's accuracy and fluency when reading words.

Reading to your child will encourage a love of books, along with developing vocabulary and discussion.

Phonics Information (reading and spelling)

We teach reading through *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

More information regarding our teaching of phonics can be found here:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>, including Support for Phonics, How we teach videos and support for reading at home.

Glossary

Phonics - The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

Phoneme - The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme. (Note: We do not usually notice discrete sounds in words. We deliberately separate them out so that children can learn how our writing-reading system works. Children are first helped to identify the separate sounds in words through oral blending and segmenting, and this is reinforced as they begin to work through our systematic synthetic phonics programme.)

Grapheme - A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

Blend - To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.

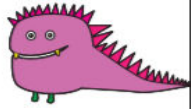
Phonics Assessments

- Every Year 1 child will sit their phonics screening check in the **Summer term - week Monday 13 June to Friday 17 June 2022**
- The children cannot retake the test at any other time this year, so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part.
- Children will be assessed one child at a time in a quiet area of the school by a member of school staff.
- The screening will only take 5-10mins with each child.
- If a child does not pass, they will get a chance to resit the phonics screening test in Y2.
- The aim of the check is to establish whether they have achieved the expected standard.
- The check is very similar to tasks the children already complete during their daily phonics lessons.
- Children will be asked to 'sound out' a word and blend the sounds together. E.g. d-o-g = dog
- Children will be asked to read made up 'nonsense' words as well as real words. This is to check children can apply their phonic knowledge to decode words rather than reading words by sight.

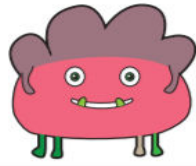
This is NOT a reading test.

Nonsense words

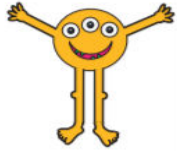
frem



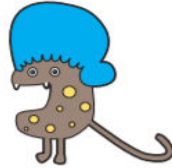
jair



cloin



clain



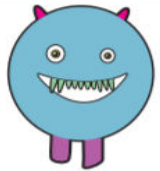
bulm



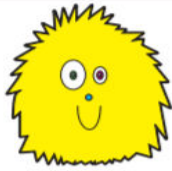
yewn



harnd



tabe



Real words

freed

nigh

dress

brown

fund

main

think

rude

The children will know these are the 'nonsense' words as they have the silly aliens next to them. Sometimes when children read 'nonsense' words they try to make them into a real word. E.g. 'frem' they might turn into from. We remind the children that if they look 'silly', they will sound silly too. We practice reading these lots in class in preparation.

The children will know these are the 'real' words as they don't have the silly aliens next to them. Therefore these words should make sense when they read them. They may sound it out and self-correct when they realise what the word is.

How can you help with phonics?

- Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.
- Digraph - 2 letters making one sound
 - ow
- Trigraphs - 3 letters making one sound
 - igh
- Split digraphs - 2 vowels with a consonant in between. Used to be known as the magic e!
 - spine - ie













































REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each at night (at least 3 times a week) and encourage them to:

- ✓ Sound out
- ✓ Re-read to check it makes sense.
- ✓ Use pictures for clues.
- ✓ Ask questions about the book.
- ✓ And most importantly ENJOY READING!

Phonics resources used in class.




Grapheme mat Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

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

*depending on regional accent

Writing Information

Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process (e.g. cat = c-a-t).

Writing

The earliest form of writing is 'Mark Making'. As a child begins to make marks they need to develop their fine motor skills.

Developing Gross & Fine Motor Skills

- Big movements, jumpy movements, round & round, springing up and sliding down, movements with hands in the air (ensure your child knows direction up/down/across)

Fine Motor Control

- Involve the children in chopping and peeling in cooking activities
- Fasten buttons and zips
- Use finger rhymes, counting fingers, playing with words and sounds
- Provide small construction toys
- Develop pincer movement; show the children how to use tweezers to pick up small objects such as sequins
- Paints/finger paints
- Clay, playdough for modelling
- Encourage children to cut out large shapes or patterns
- Emphasise that circles or curly caterpillars need to be traced from the top and anti-clockwise
- Give the children thick paintbrushes and water to paint patterns on walls, fences etc.
- Let the children make patterns using pegboards
- Provide threading and weaving activities

Pencil Grip

Moving and Handling

- **8-20 months:** Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes
- **22-26 months:** Beginning to use three fingers (tripod grip) to hold writing tools.
- **30-50 months:** Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb.
- **40-60 months:** Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Making Marks

Up to 26 months

- Holds pencil/crayon in the palm of their hand like a palmar grasp
- Random marks, often made over other marks
- Is usually unable to distinguish between writing and picture

22-36 months/3 years

- Tripod grip
- Makes a definite attempt to make individual marks
- Attempts to close shapes – circles and lines
- Begins to use a dominant hand
- Combines shapes and lines to make one word

30-50 months/2.5 years -4 years 2 months

- May hold pencil between thumb and two fingers
- Copies adults and makes marks going across the page; these marks are often zigzags and wavy lines
- Has a clearer idea of the marks he/she wants to make
- May use either hand for writing
- Copies letters from their name

40-60 months/3 years 4 months – 5 years

- May hold pencil/crayon in a pincer grip between the thumb and index finger
- Makes individual marks and uses some letters from own name to communicate a message
- Begins to understand that drawing and writing are different
- Is becoming aware that print carries a message
- Forms symbols and some recognisable familiar letters that follow on next to each other left to right direction
- Writing conveys meaning and may 'read' own writing
- Writes a message using familiar letters
- Write some upper and lower case letters
- Writes name reliably

Written composition

Children's writing generally develops at a slower pace than their reading. Before they can write independently in a way that can be read by others, they need to know:

- what they want to say
- how to identify sounds in words
- at least one way to spell each of the sounds of English
- how to form letters.

Handwriting

- **Reception:** Cursive or pre-cursive script is not taught in Reception. Children are taught the correct start and exit points for each letter, which should not include 'lead-in' strokes from the line.
- **Year 1:** Lead-ins to letters and joins between letters are introduced.
- **Year 2:** By the end of the year children are expected to use lead-ins and use the diagonal and horizontal strokes needed to join some letters.

You can support your child's early writing through encouraging them to use a variety of sizes and pens, pencils, crayons, felt tips and paint brushes to mark make, draw, colour, follow patterns or practise letter formation.

To begin with some children may not have a 'dominant hand' so allow them to explore mark making with both. As they become more proficient they will have a preference for holding a pencil. When this happens we will encourage them, at school, to use an efficient grip so that the pencil control becomes more proficient as they begin to form letters accurately.

The children should be forming letters of the correct size in relation to one another, for example lower case letters being of a different size to upper case letters. This also refers to ascenders (b, d, l etc.) and descenders (f, g, j etc).

We encourage children to write using the entry and exit strokes needed to join each letter before they are to join their handwriting in future.

Writing

Grammar:

- to write in simple sentences which are grammatically correct

Punctuation:

- leave spaces between words
- capital letters and full stops
- begin to use question marks or exclamation marks
- capital letter for names of people, places, the days of the week and the personal pronoun 'I'

Handwriting:

- form letters correctly from the correct starting point
- form the digits 0-9
- use clear ascenders and descenders
- can write capital letters

Spelling:

- make phonically plausible attempts at words with digraphs, trigraphs and double letters

You can help your child at home by:

- Segment words (spell) at any opportunity e.g. in the bath, at the park, at the shops.
- Ensure your child is forming their letters correctly. Use chalk boards, wipeboards.
- Write in your purple book at least once a week.
- Praise and encourage your child when they write something. Ask them to tell you what it says.
- Provide writing opportunities during play and activities you are doing at home. Eg write 'to Mam From

Maths

The children are taught Maths through a mastery approach using varied fluency, reasoning and problem solving. This allows the children to deepen their thinking and use mathematical reasoning to organise/explain problems.

Varied Fluency

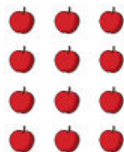
Match the representations to the correct numeral.



12

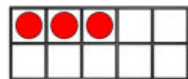
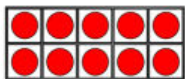


7



10

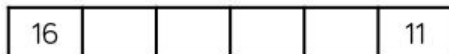
Write the number shown on the ten frames in numerals and words.



Use your own ten frames to show me the number:

Fourteen 18 Nine 16

Fill in the missing numbers.



Reasoning and Problem Solving

Circle the odd one out and explain why.

11 12 13 14
15 61 17 18

61 is the odd one out. It should be 16, the digits have been swapped round.

Mr Monaghan says,



I am going to count to 20

I will start at 8

Yes because 11 is between 8 and 20

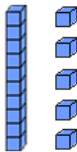
Will Mr Monaghan say 11?

Explain how you know.

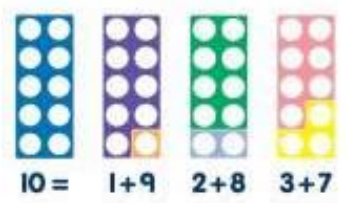
Maths

We use a variety of manipulatives to support learning in maths and we also use pictorial strategies such as: bar model, part whole model, place value charts, number lines.

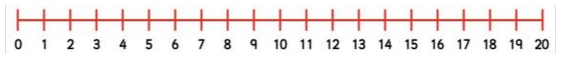
Some examples are shown below.

- Base 10 

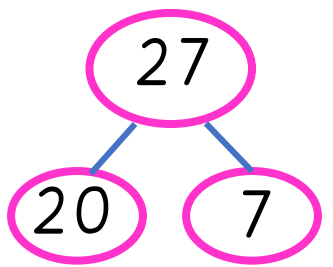
- Number bonds



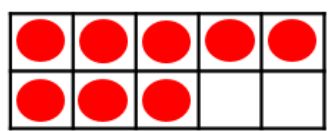
- Number line and number square



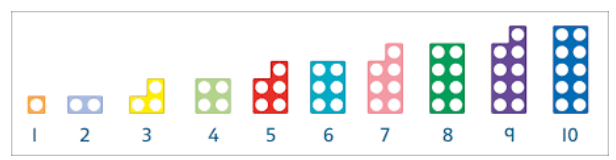
- Part whole model



- Tens frames






- Numicon



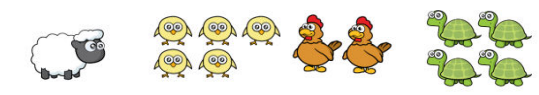
Top Ten

- On a morning, children complete a Top Ten maths activity (examples shown)
- It is designed to improve children's recall of the key arithmetic procedures required to be at Age Related Expectation in their year group.
- The purpose is to increase fluency in maths and provide consistent revision of arithmetic, helping children to retain information from lessons.
- We also focus on number formation, ensuring children start at them in the right place and are formed correctly.

13.01.22

- One more than eight is —
- One less than 4 is —
- How many ants? 
- What number comes next? 7, 6, 5, —
- How many candles? 
- How do you spell 5?
- Put these in order from smallest to greatest 3 9 2
- Put these in order from greatest to smallest 3 9 2
- What is one more than 1?
- The third bear is red. Do you agree? Explain your answer. 

1. Match the animals to the correct numbers.

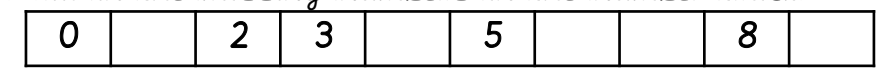


4 2 5 1

2. $2 + 8 =$

3. $10 - 3 =$

4. Fill in the missing numbers in the number track.



5. Double 5 is _____.

6. Circle 3 bananas

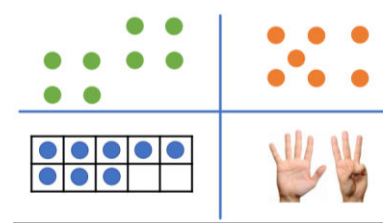


7. $6 + 4 =$

8. How many carrots?



9. Fill the missing numbers



10. Circle the odd one out

0 1 2 3 4 5 6 7 8 9 10

Superhero Tests


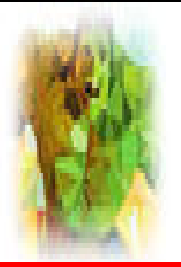
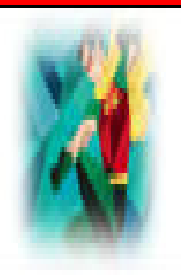

We practise counting daily. There is also an expectation that alongside weekly homework, children should practise the counting skill or timetable they're currently working on.

To motivate the children we carry out half termly 'Superhero Tests'. This is something the children really look forward to completing.

Your child will be given a specified time to complete the test and 'defeat' that Superhero. The time restraint is to encourage rapid recall and fluency. If they are not successful at answering the quick recall questions and problems, it simply becomes a target to continue to work towards.

If they're successful and pass that particular test, they will receive a certificate and move to a new superhero to defeat.

In year 1, children will try to beat Captain America and the Hulk.

<u>Superhero Tests</u>		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End of Year Expectations								
	<u>CAPTAIN AMERICA</u> Count on or back in ones.							
	<u>HULK</u> Count on or back in twos.							
	<u>ROBIN</u> 2x							
	<u>BATMAN</u> 5x, 10x							

What can you do to help?

- Read together every day and ask appropriate questions about the book to challenge understanding (see Reading Questions)
- Read to your child regularly to model strategies. If your child comes across an unfamiliar word, encourage them to look for digraphs (2 letters that make one sound) and trigraphs (3 letters that make one sound) and segment the whole word before trying to blend the sounds.
- Use number problems in every day life, at the shops, on the bus, telling the time etc.
- Counting to be practised regularly (count on and back in ones and twos (age related))
 - Hit The Button
 - Spug (giraffe icon)
 - Maths Shed (same log in as Spelling Shed)
- Number bonds to 10 and 20
- Complete weekly homework and spellings.

Reading Questions

Drawing on knowledge of vocabulary to understand texts

- What word in the text tells you...?
- Find one word that tells you...
- What does _____ mean?
- Find a word that describes how...
- Find a word that means the same as...

Identifying and explaining key parts of a text

- Which...?
- What...?
- How...?
- Where...?
- When...?
- Why...?
- Who...?
- Identify two ways that...
- Give two reasons why...
- Which character...?

Identifying and explaining the sequence of events

- What happened before...?
- What happened after...?
- Which of these events happened first?
- Which of these events happened last?

Making inferences from a text

- Why do you think...?
- How do you know...?
- When do you think...?
- How can you tell...?
- What impression do you get of...?
- How does _____ feel? How do you know this?

Prediction

- What do you think will happen next?
- Where do you think...?
- What do you think would happen if...?

Homework and Spelling

Your child will be given homework every **Thursday** (this could be in their homework folders or on an online platform).

Homework is expected to be completed by the following **Tuesday**.

Homework topics can vary week to week. Homework in folders will be marked with (the same way we assess in school work books) Children can also self-assess in blue pen.

E (effort)

• not achieved

P (presentation)

✓ partially achieved

O (objective)

✓✓ fully achieved

Spellings are taught in class and set on a **Tuesday**, these are to be completed and returned **Monday**. Spellings will be tested on a Monday.

Spellings can be completed on Spelling Shed (minimum of 10 games). Assignments will be set Tuesday - Monday.

OR

Children can use their spelling books to complete spellings (handwriting practise and using each word in a sentence).

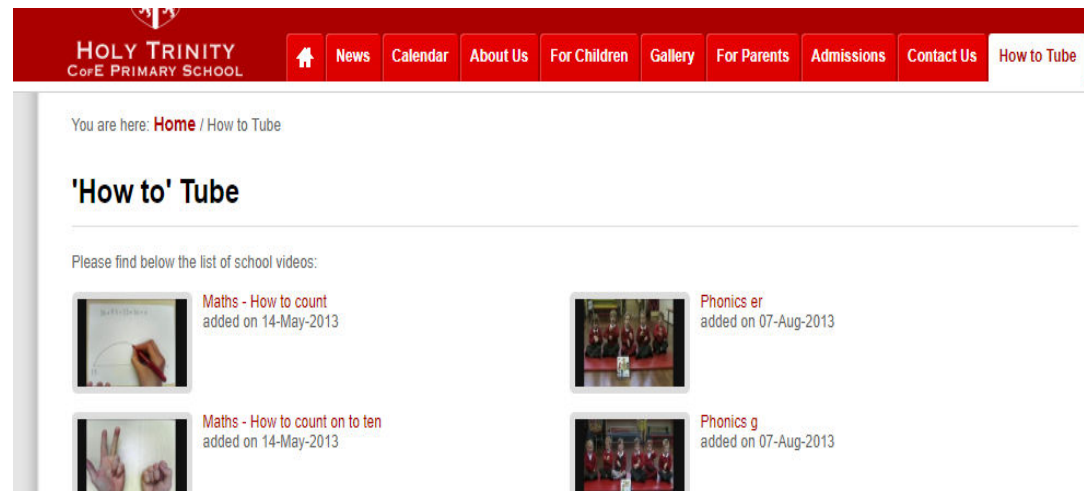
Spelling Shed notify school if they are having technical problems with their site however, it is useful to inform us- either in Home School Link Books or via class email- if you are experiencing technical difficulties.

Final comments

- Reading is key
- 'How to Tube' tab on our school website for strategies we use
- Government expectations are very high so we appreciate your support in helping your child to achieve these
- Please use communication books to record any questions you have, or contact the year 1 email address and I will get back to you in writing.

Thank you for your time.

Follow our class twitter - @MissMusgrove_y1



The screenshot shows the 'How to Tube' page on the Holy Trinity C of E Primary School website. The page has a red header with the school's name and a navigation menu. The main content area is white and features a breadcrumb trail, a title, a list of school videos, and four video thumbnails with their respective titles and dates.


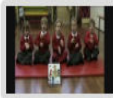


HOLY TRINITY
C of E PRIMARY SCHOOL

Home News Calendar About Us For Children Gallery For Parents Admissions Contact Us **How to Tube**

You are here: [Home](#) / [How to Tube](#)

'How to' Tube

Please find below the list of school videos:

	Maths - How to count added on 14-May-2013		Phonics er added on 07-Aug-2013
	Maths - How to count on to ten added on 14-May-2013		Phonics g added on 07-Aug-2013