

Year 1 Parent Meeting

welcome

- Core Subject Overviews
- Expectations of work in Year 1
- Phonics Screening test
- Homework
- General school rules and expectations

Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value (within 10) FREE TRIAL</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction (within 10)</div> <div>VIEW</div>			<div>Geometry Shape</div> <div>VIEW</div>		<div>Consolidation</div>	
Spring term	<div>Number</div> <div>Place value (within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Addition and subtraction (within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Place value (within 50)</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>		<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>			
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Geometry Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 100)</div> <div>VIEW</div>		<div>Measurement Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>	


Maths

Flash Back 4


18.9.23

Flashback 4 Year 1 | Week 3 | Day 1


1) What comes next?




2) How many sheep?



3) How many strawberries?



4) How many?



White Rose Maths

1.

2.











3.

4.

Maths

Fluency

Mathematical fluency is the ability to quickly and accurately recall mathematical facts and concepts

one less	One more and one less (independent task)	one more
<input type="text"/>	Count the number of fruit pictures in each row and write the answer in the circle. 	<input type="text"/>
<input type="text"/>		<input type="text"/>
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Maths

Reasoning

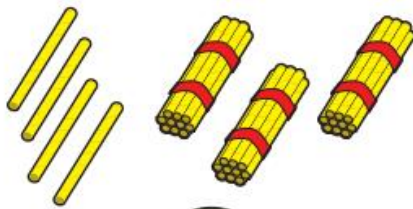
Reasoning in maths is the process of applying logical thinking to a situation to derive the correct problem solving strategy for a given question.

Tom rolls a dice.
He rolls 1 more than 3



Tom has rolled
the number 2

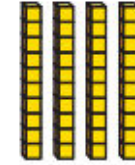
What mistake has Tiny made?



There are
43 straws.

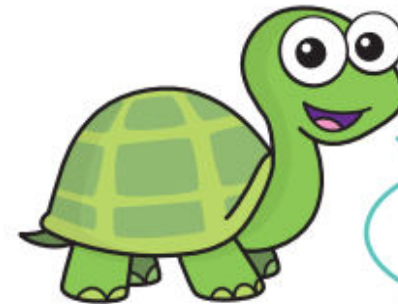
What mistake has Tiny made?

Tiny uses base 10 to make
a number.



Tiny writes the number in a place
value chart.

Tens	Ones
	4

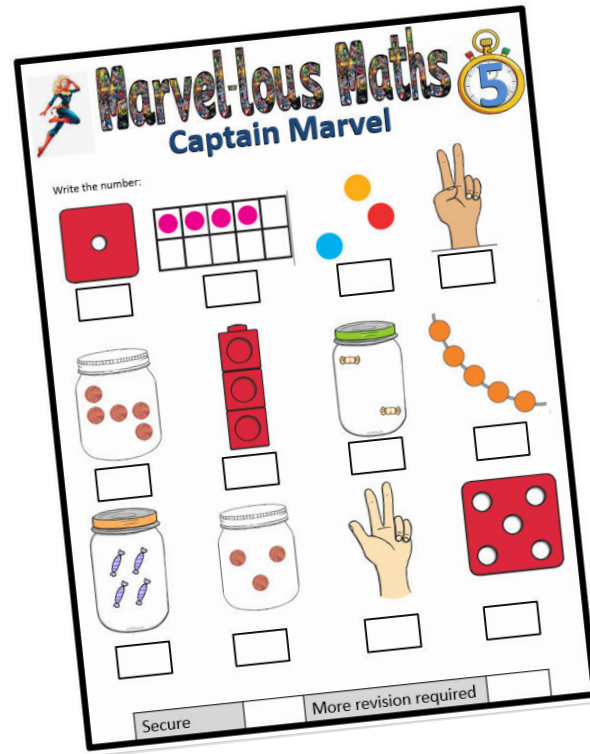









The number
is 4

Explain the mistake that Tiny
has made.

Marvellous Maths

Children complete these times table superhero tests every half term. Children are awarded a certificate if they defeat that hero. Each child will work on the 'superhero' matched to their ability. They can only move onto a new superhero when they defeat the previous one.



Superhero Tests		Rec	Year 1	Year 2
	CAPTAIN MARVEL Subitising up to 10			
	ANT MAN Doubles and halves			
	SILVER SUFER Number bonds to 10			
	CAPTAIN AMERICA Identify missing numbers when counting on and back in ones.			
	MR FANTASTIC Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.			
	INCREDIBLE HULK Can count on or back in ones, twos threes, fives and tens			
	BATMAN 10 x, 5 x, 2 x 10 ÷, 5 ÷, 2 ÷			

Reading & Phonics

Year 1 Reading Outcomes

Y1	Word Reading (W)	Text Comprehension (TC)
	<ol style="list-style-type: none"> 1. I can read common words containing taught GPC 2. I can read common exception words, noting unusual Grapheme Phoneme Correspondences (GPCs) and where these occur in the word 3. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. 4. I can read some words of more than one syllable containing taught GPCs 5. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark 6. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted 7. I demonstrate confidence in word reading when re-reading texts 8. I can begin to identify when reading does not make sense and can attempt to self-correct <p>N.B. Teachers must ensure that all reading material offered to children should be consistent with their developing phonic knowledge and does not require them to use other strategies</p>	<ol style="list-style-type: none"> 1. I can use my knowledge of sentences, grammar and context to make sense of what I am reading 2. I can use my prior knowledge to help me understand a text 3. I can show my understanding of a text in discussion 4. I can link what I have read to my own experiences. <p>Prediction</p> <ol style="list-style-type: none"> 5. I can make plausible predictions about an unknown story, using the title and other book features 6. I can make plausible predictions about the plot using what has been read so far <p>Inference</p> <ol style="list-style-type: none"> 7. I can make a plausible inference at a basic level, e.g. identifying who is speaking in a story 8. I can make inferences on the basis of what has been said or done <p>Retrieval</p> <ol style="list-style-type: none"> 9. I can find words or phrases from age-appropriate text to answer a question <p>Summarise</p> <ol style="list-style-type: none"> 10. I can say what has happened in a story in my own words
	Word Comprehension (WC)	Language for Effect (L)
	<ol style="list-style-type: none"> 1. I can discuss word meanings, linking new meanings to ones I already know 	<ol style="list-style-type: none"> 1. I am beginning to discuss the particular features of texts, e.g. story language, use of fonts, text features, language choices
		Themes and Conventions (TC)
		<ol style="list-style-type: none"> 1. I am familiar with fairy stories, traditional tales and other key texts and can retell with some detail

Reading & Phonics



Little Wandle Letters and Sounds Revised



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling



Reading & Phonics



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to... understand words and sentences, use a wide range of vocabulary, develop listening and comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Reading & Phonics



Listening to your child read their phonics book

- Your child should be able to read their phonics book without your help.
- Begin by recapping the sounds, tricky words and new words which can be found inside the front cover.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.
- Comprehension questions can be found inside the back cover.



Reading & Phonics



How do we teach reading?

The children read the same book three times in a week.

1. The first time we work on decoding (sounding out) the words.
2. The second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice.
3. The third time we look at comprehension.

We read the books three times at school because we want to develop the fluency. The more the children see words, the more they begin to read them automatically without having to sound them out. These books are then sent home.

You will also read the book three times. Children should be able to read 90% of the words independently.



























Writing

Year 1 Writing Outcomes

Y1	Grammar		
	<ol style="list-style-type: none"> I am beginning to write in simple sentences which are grammatically correct I can join words and sentences using –and I can use these words when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark I am beginning to use these words when talking about my writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</i> 		
	<p><i>At greater depth</i> <i>To use all the above for different purposes</i></p>		
	Punctuation		
	<ol style="list-style-type: none"> I can leave spaces between words I can punctuate sentences using capital letters and full stops I am beginning to use question marks or exclamation marks I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' 		
	<p><i>At greater depth</i> <i>To use all the above for different purposes</i></p>		
	Composition	Vocabulary	Spelling
	<ol style="list-style-type: none"> I can say out loud what I am going to write about I can compose a sentence orally I can order sentences in my writing I can use a simple opening or closing phrase I can link some ideas or events (conjunctions and pronouns). (<i>I made a tree shape. Then I cut it out</i>) I can write sentences with adjectives I can re-read what I have written 	<ol style="list-style-type: none"> I can use simple vocabulary 	<ol style="list-style-type: none"> I can spell some common exception words see year 1 spelling (appendix 1) I can make phonically plausible attempts at words with digraphs, trigraphs and double letters
		Handwriting	
		<ol style="list-style-type: none"> I can form letters correctly from the correct starting point I can form the digits 0-9 I can use clear ascenders and descenders I can write capital letters 	
	<p><i>At greater depth</i> <i>To use all the above for different purposes</i></p>	<p><i>At greater depth</i> <i>In all writing</i></p>	<p><i>At greater depth</i> <i>In all writing</i></p>

Handwriting & Presentation

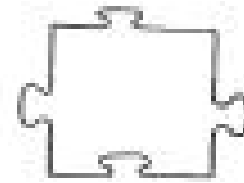
In Year 1, it is expected that most pupils develop the correct starting point for each letter and write them accurately before moving onto precursive in the Spring/Summer term. Precursive are letters with lead-ins.

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg	 Hh	 Ii	 Jj	 Kk	 Ll	 Mm
 Nn	 Oo	 Pp	 Qq	 Rr	 Ss	 Tt	 Uu	 Vv	 Ww	 Xx	 Yy	 Zz

CL



1. Full stops, and
capital letters for
names and 'I'



2. Joining words
Use 'and'



3. Finger
spaces



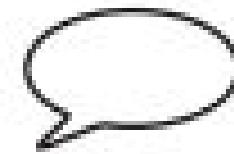
4. Describing
words



5. Punctuation




6. Sounding out
words



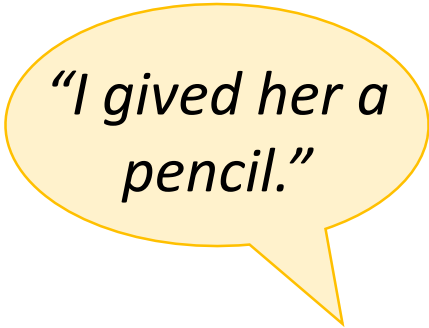
7. Say your sentence
out loud

Speech & Tense

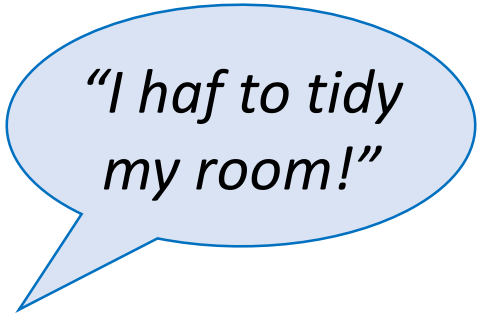
Please listen carefully to their speech and gently correct/re-model any tense issues or any mispronounced words. Lots of these errors are often carried into their writing and can be difficult to re-teach.



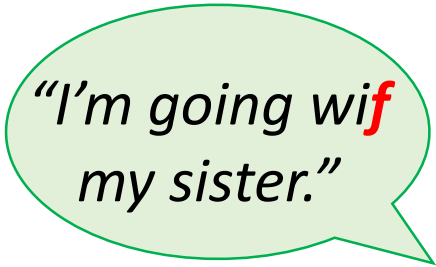
"Dat is my bag!"



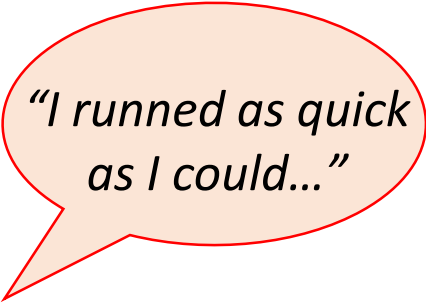
"I gived her a pencil."



"I haf to tidy my room!"



"I'm going wif my sister."



"I runned as quick as I could..."

Phonics Screening test

The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how a child is progressing in phonics.


























The pass mark for 2023 was 32 out of 40 words.






The test will cover all 44 sounds taught during Reception and Year 1 covered in the Little Wandle Phonics scheme.

The test is a mixture of real and alien words.

Grapheme mat









Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 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 g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi 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 ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accents

in

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vap



osk



ect



Section 2

brend



throstr



stret



spraw



Section 2

label

vanish

blossom

thankful

How can we help to prepare them?

- ✓ Develop a regular routine for reading at home (three times per week using their Little Wandle book) as that book is at the correct level for your child.
- ✓ Flash cards will be sent home for children identified in the half termly phonics test and will be personalised to them.
- ✓ A copy of our grow the code will be sent home for all children.
- ✓ Complete any practise sheets sent home in the lead up to the test.



Homework

- ✓Independence – ensure it is the child that completes recordings and drawings. We LOVE seeing their work! If they are struggling, please let us know.
- ✓Be positive – not always easy we know, but we want home tasks to be a positive experience for adults, as well as children. Praise their efforts.
- ✓Spellings – reinforcing spelling patterns, handwriting and sentence work.
- ✓Spellings may be practised in their yellow book and/or on Spelling Shed (*10 games for 1 token*). Please ensure your child uses a pencil and focuses on formations in their book.
- ✓Tested Monday and given new spellings Tuesday. Their test scores are recorded in the front of their practice book.
- ✓Homework tasks are given Tuesday and are to be returned by the following Monday. These can be found in the red folder. They will earn one token for the completion of their homework.
- ✓Reading for pleasure books are picked by the children and can be changed whenever needed.
- ✓Reading records – please remember that reading with your child three times a week and writing a comment will give them 1 token. Doing this 5 times will give them 2 tokens. Children are then added to a half termly draw.

General school expectations

Uniform – Please help children with their independence of fastening up all buttons on their tops and tying shoe laces. We also remind children to have their shirts tucked in so I would be grateful if you could help in showing them how to do it.

PE Kits – Please send kits to school in two separate bags and please have all items clearly labelled. Please use red for indoor and blue for outdoor.

Dinner hall – Please encourage your children at home to try new foods and experience new tastes. Please also encourage them to use cutlery correctly.

Class emails – Please could any urgent messages be sent to the office between the hours of 8:30 and 3:00pm as we don't regularly check class emails during the day.

*thank
you*