

# Welcome to Year 1

Teachers: Miss Tolmie and Mrs Streete

Teaching Assistants : Mrs Cooper and Miss Emmett



Our value this term is:  
**INDEPENDENCE**

Day	9:00 - 9:15	9:15 - 9:30	9:30 - 9:50	9:50 - 10:45		11:00- 11:20	11:15 - 12:15		1:00 - 3:15 (inc. MaD)		
Monday	Drop off	Assembly	Phonics	English	B	Guided Reading	Maths	L	Science	ICT	Pick up
Tuesday	Drop off	Assembly	Phonics	English	R	Guided Reading	Maths	U	Topic (inc. Geography, History, Art, DT)		Pick up
Wednesday	Drop off	Assembly	Spelling	English	E	Guided Reading	Maths	N	PSHE	PE	Pick up
Thursday	Drop off	Assembly	Phonics	Handwriting	A	Guided Reading	Maths	C	Topic	Music	Pick up
Friday	Drop off	Assembly	Phonics	English	K	Guided Reading	Maths	H	RE	PE	Pick up

# Morning Routine

- Give lunch order to adult on gate
- Hang up coats/hats etc.
- Hand in Reading Record and Reading Book.
- Book Bag in tray. ( key rings)
- Wash hands
- Complete morning starter on table (to start next week)

It's really important to arrive between 9:00 – 9:15 to help keep us on our timetable and so no children miss any learning time.

# Phonics

Screening Check:

- All Year 1 Children have to sit the national Phonics Screening Check in June.
- This will test them on Phonics learnt in Reception and in Y1
- Section 1: Phase 2 and 3 and some consonant blends
- Section 2: Phase 5 and many consonant blends
- Alien words
- Real words

# Phonics

Covid Catch up:

- Children have been assessed
- Split into groups based on learning journey into Phase 3 and Phase 5

Phase 5

- Section a – pure sounds as seen in hand outs
- Section b – pure sound revision and alternative sounds for letters  
(i.e. a – ant, bath, angel, swan)
- Section c – alternative grapheme to phoneme representations  
(i.e. /ai/ angel, gave, main, say)

# Phonics

Additional support at school:

- Phonics practice packs – to be kept in book bags at all times
- Interventions during guided reading
- Morning work
- Independent classroom tasks
- Phonics Screening Check information evening in Spring 1 (TBC)

Additional support at home:

- Phonics practice packs – to be kept in book bags at all times
- Reading records
- Online games at [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (Picnic on Pluto/Buried Treasure)

# Spellings and Homework

## Spellings

- Handed out on Fridays with spelling books
- Differentiated
- Reinforcing phonics learnt that week
- Tested on Wednesdays in green book
- Marked with corrections to be done with supervision

## Additional work at home:

- Sporadic work assigned to help with lessons
- Maths targets individual to the child (to be handed out later this half term).

# Reading

## School

- Daily Guided reading activities
- English lessons (and most other lessons)
- Reading to volunteers (TBC)
- Reading activities around the classroom

## Home:

- Reading daily (school book, phonics/spelling practise, news or story time)
- Books are not expected to be completed in one sitting
- Repetition is invaluable for fluency and comprehension
- Example Comprehension questions included in email handout



# Reading

## Reading Records:

- Children should be reading every day.
- To be filled in each time reading is practised (this can include Phonics practice)
- Use the activities to develop reasoning skills
- Phonics sounds on middle page

## Certificates

- Certificates are based on **effort** not ability
- Bronze: Filled in the whole record with comments from an adult.( 168 boxes and there are 165 days of school)
- Silver: above criteria + completed all of the activities
- Gold: above criteria + comments from the child about their book (this can be dictated), their reading and their personal targets.

# Reading Record Example

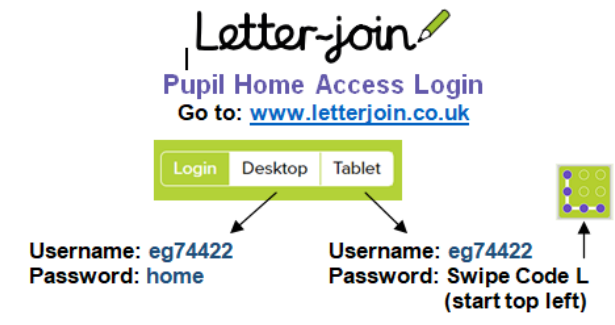
Date	Book Title	Comment
19.09	Max's Cat	Mark sounded out short words accurately. He needed support with his digraphs. Please can we keep the book one more day.
20.09	Max's Cat	"I think Max felt sad when he lost his cat." Mark and I discussed caring for pets and feelings.
21.09	Sam Sit	(written comment by child) Sam sat on the green chair.

# Writing

- Handwriting lessons once a week – Letter join
- Quality over quantity
- Tactics to improve confidence
- Shape coding to support understanding of sentence structure
- Fiction, non-fiction and poetry

## Support from home:

- Lots of finger strengthening activities (lego, threading)
- Compatible web page on iPad/tablet
- Any writing opportunities (shopping list, card, diary)



# Maths

Teaching for Maths Mastery:

“children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.”

White Rose Scheme

	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation

Maths target cards to be set and sent home with instructions soon.

# Maths

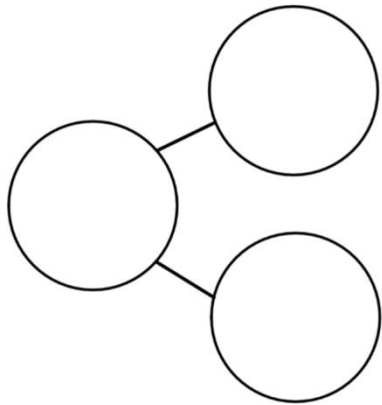
Lesson structure:

Do – draw – write – reason

Develop vocabulary

Gain recall facts

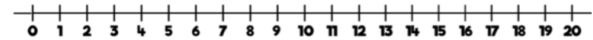
Mathematical models



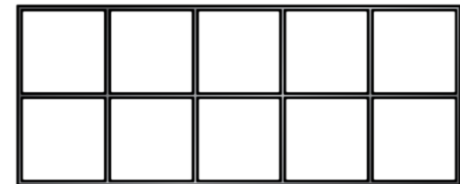
Part-Whole model



Bar model



Number track  
(may be blank)



Ten Grid

# Science

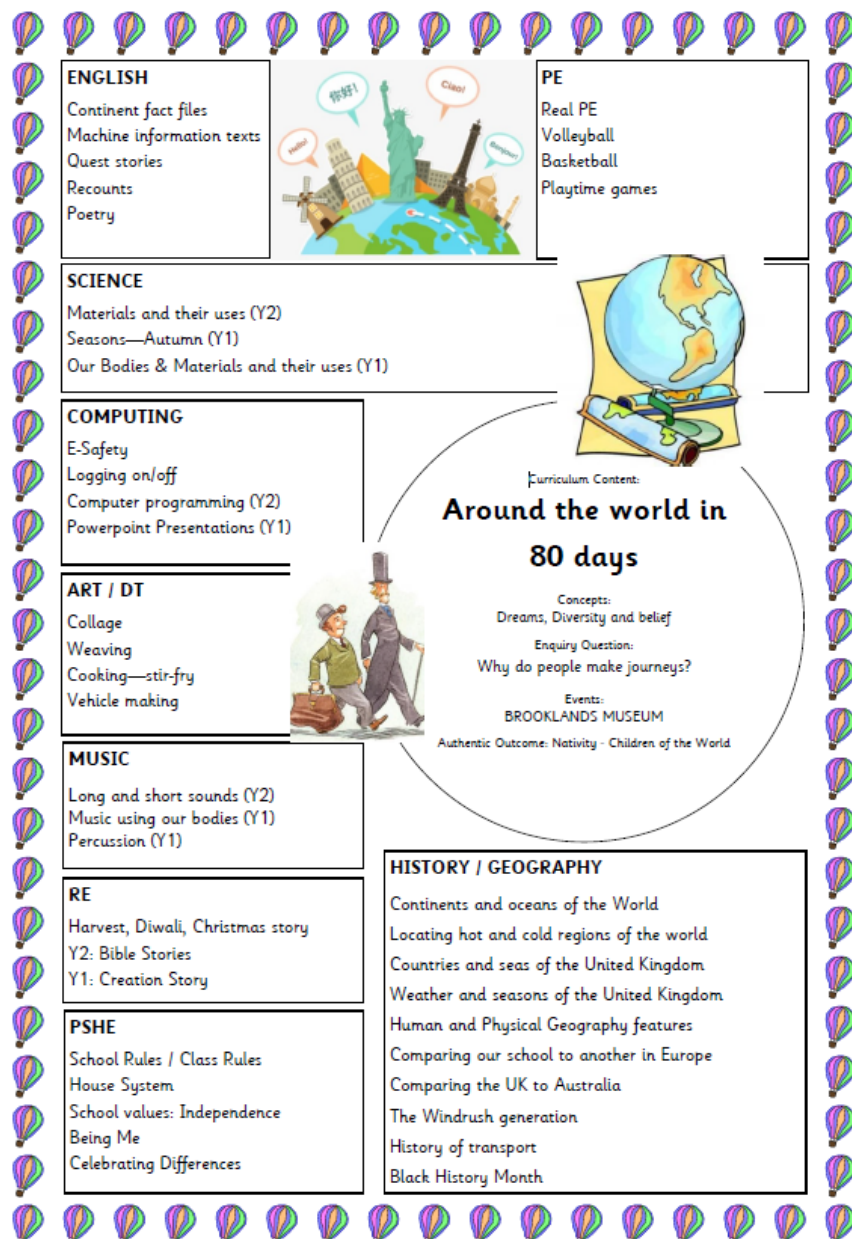
## Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

## Autumn Topics

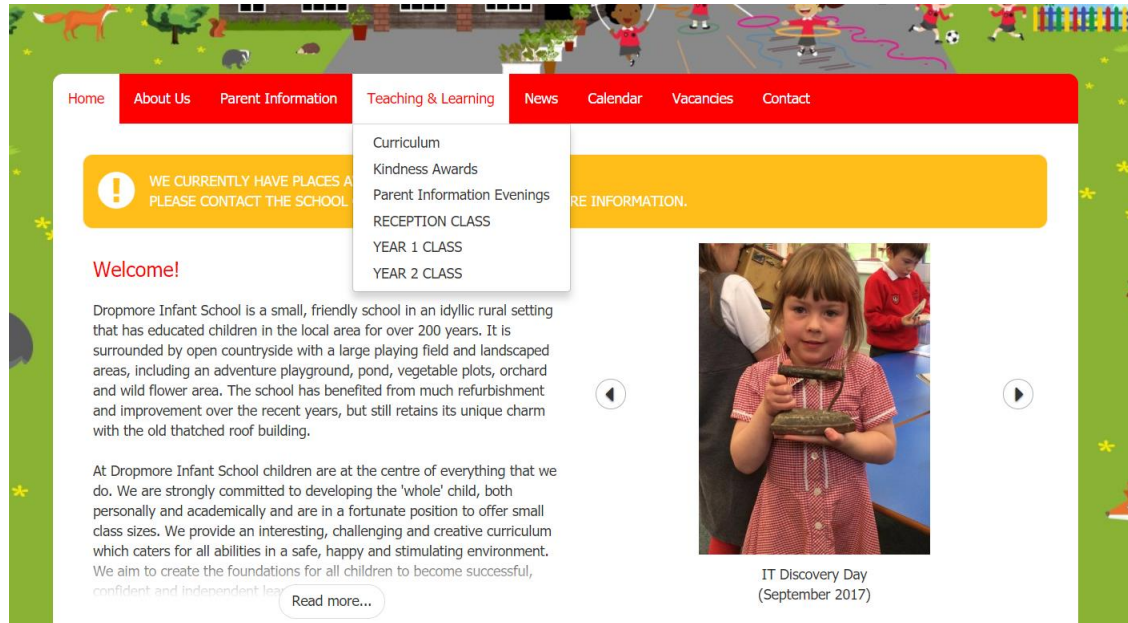
- Animals , including humans
- Seasons including weather
- Materials and their uses

# Concept Curriculum



# Website

<https://dropmoreinfant.eschools.co.uk/website>



Google Classroom (coming soon)

- Resources (including this PPT and today's handouts)
- Homework
- Any future lockdown



# End of Year 1 Targets

## Reading

read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
<u>read</u> many common exception words.*
read aloud many words quickly and accurately without overt sounding and blending
<u>sound</u> out many unfamiliar words accurately.
answer questions in discussion with the teacher and make simple inferences

# End of Year 1 Targets

## Writing

write sentences that are sequenced to form a short narrative (real or fictional)	
demarcate some sentences with	capital letters
	full stops
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
spell some common exception words*	
form lower-case letters in the correct direction, starting and finishing in the right place	
form lower-case letters of the correct size relative to one another in some of their writing	
<u>use</u> spacing between words.	

- Joined up writing taught later in the year if child is ready

# End of Year 1 Targets

## Maths

read and write numbers in numerals up to 100
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$ ; $46 + 20$ ; $16 - 5$ ; $88 - 30$ )
recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$ , therefore $4 + 6 = 10$ and $10 - 6 = 4$ ) • count in twos, fives and tens from 0 and use this to solve problems
know the value of different coins
name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Thank you for joining me.