

ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY  
AND PRE-SCHOOL



# St Michaels and All Angels Curriculum Evening

Welcome to Year 1

# School Vision



Promoting pupils to be resilient, responsible learners with curious minds and a thirst for knowledge. Striving to become compassionate and respectful members of the community; embracing diversity and encouraging the best in others

# School Values



## Behaviour Principles Written Statement

Our emphasis is on people within the school community taking responsibility for their actions, encouraging good choice-making through establishing high expectations, a focus on learning, as well as acknowledging and understanding actions have consequences whilst recognising and celebrating positive choices. Our policies are deeply rooted in a Restorative Approach.

# What do we learn in Year 1?

## Main Topics:

- Autumn 1- The Seasons and Weather
- Autumn 2 - Animals/Climates
- Spring 1 - Where do we live?
- Spring 2 - Toys
- Summer 1 - Traditional Tales and Castles
- Summer 2 – Growing things
  
- Lots of exciting trips and events throughout the year.

# Meeting Year 1 Expectations

## Phonics:

- Say all letters of the alphabet and the sounds which they represent
- 40+ sounds
- The process of segmenting spoken words into sounds
- Division of words in syllables

# Year 1 Expectations: Reading

## **WORD READING**

### **Apply phonic knowledge and skills as the route to decode words**

Match all 40+ graphemes to their phonemes (Phase 3)

Blend sounds in unfamiliar words based on known GPCs

Read common words using phonic knowledge where possible

Read words containing taught GPCs and s, es, ing, ed, er, est endings

Read words of more than one syllable that contain taught GPCs

Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)

Read phonically decodable texts

Read phonically decodable texts with confidence

# Year 1 Expectations: Spoken Language

Speak clearly and loudly enough to communicate meaningfully.

Ask questions about matters of immediate interest.

Express feelings and ideas when talking about matters of immediate interest.

Start to develop ideas by adding detail to their speech.

Start to understand how to take turns when speaking.

Start to listen to others and respond appropriately.

Join in with imaginative play taking on roles of different familiar characters.

Speak in complete sentences after modelling and as appropriate.

Retell a familiar story in sentences, using narrative language.

Recount an event or experience in sentences.

Begin to understand how to change language when speaking to different listeners. For example – peers and adults.

# Reading: Meeting Year 1 Expectations

## COMPREHENSION

**Develop pleasure in reading, motivation to read, vocabulary and understanding**

Respond to a range of texts – narrative, non-fiction and poems.

Say what they like or dislike about a text.

Link what they read or hear read to their own experiences.

Know some key stories, including traditional and fairy tales.

Retell key stories orally using narrative language.

Understand and talk about the main characteristics of the key stories known.

Experience poems and rhymes.

Learn some poems and rhymes by heart.

## COMPREHENSION

**Understand both the books they can already read accurately and fluently and those they listen to**

Use prior knowledge to understand texts.

Use context and vocabulary provided to understand texts.

Check that the text makes sense to them as they read and correct miscues.

Talk about the title and the events.

Begin to draw inferences from the text and/or the illustrations.

Make predictions based on the events in the text.

Talk about their responses in a group.

Listen to others' ideas about a text.

Explain what they understand about a text.



# Writing: Meeting Year 1 Expectations

## COMPOSITION

### Write sentences.

Say out loud what is to be written about.

Talk about ideas to use in writing.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Sequence sentences in chronological order to recount an event or an experience.

Re-read what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud writing clearly enough to be heard by their peers and the teacher.

## VOCABULARY, PUNCTUATION AND GRAMMAR

Leave spaces between words.

To understand the concept of a sentence.

Join words and sentences using *and*.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

### Use the terminology:

**Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.**

# Spelling: Meeting Year 1 Expectations

## **Apply simple spelling rules**

Identify known sounds in unfamiliar words.

Use syllables to divide words.

Use knowledge of alternative sounds to narrow down possibilities for accurate spelling.

Write from memory simple sentences dictated by the teacher that include words taught so far.

## **Add prefixes and suffixes**

Use the spelling rule for adding s or es for plural

Use the prefix un

Add ing, ed, er, est where no change is needed to the root words

# Maths:

## Meeting Year 1 Expectations

### Number:

- Counting forward and backwards to 100
- Addition and Subtraction
- Multiplication and Division
- Fractions (Half and quarters)

### Measurement:

- Money (values of coins)
- Time (hour and half past)
- Days/ Months of the year
- Length and height
- Weight and Volume

### Geometry:

- Shapes 2D and 3D

# Maths:

## 'Must do' by the end of Year 1

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 20 in digits and words.
- Read and write numbers to 100 in digits.
- Say '1 more' and '1 less' to 100.
- Count in multiples of 1, 2, 5 and 10.
- Know bonds to 10 by heart.
- Use bonds and subtraction facts to 20.

- **Add and subtract:**

- 1 digit and 2 digit numbers to 20, including zero.
- Add any three 1-digit numbers with a total up to 20.
- Solve simple addition and division with apparatus and arrays.

- **Measurement**

- Recognise half and quarter of object, shape or quantity.
- Sequence events in order.
- Use language of day, week, month and year.
- Name the days of the week and months of the year.
- Recognise all coins
- Tell time to hour and half past.

# Assessment




- Autumn Term- Teacher Assessments using target card to track where your child is. This is referred to throughout the year to support children to recognise their own individual targets
- Spring Term- Mixture of Teacher Assessments (English) and NFER tests (Reading and Maths)
- Summer Term- Mixture of Teacher Assessment (English) and NFER tests (Reading and Maths). As well as the Phonics Screening Test in June.

# Year 1 Phonics Screening Test

- Every Year in June the Year 1 children sit the phonics screening test. The test consists of 40 words which are both real and false. The first 20 words include sounds from phases 2 and 3. The next 20 consist of sounds from phase 4 and 5. The children need to be able to read these words independently. In the test we must be able to hear each individual sound correctly. This is really important in order to check understanding and recognition of each sound.
- Practice papers can be found through the following website: <https://www.gov.uk/education/phonics>

The **MORE** that you **READ**,  
the more **THINGS** you will **KNOW**.  
The **MORE** you **LEARN**,  
the more **PLACES** you'll **GO!**  
~ Dr. Seuss

## WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Hagy and Freeman, 1992.)

**WANT TO BE A BETTER READER? SIMPLY READ.**

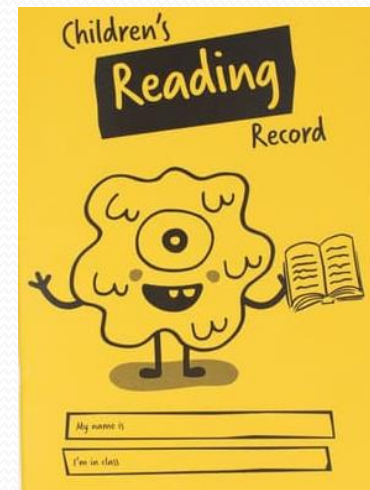
# Learning at Home

- Our home learning has been thoughtfully designed to ensure that it is effective and fun.
- The focus is on practising key skills (reading, spelling and times tables).
- Teachers closely link homework to children's current learning to ensure it is accessible and relevant to all.



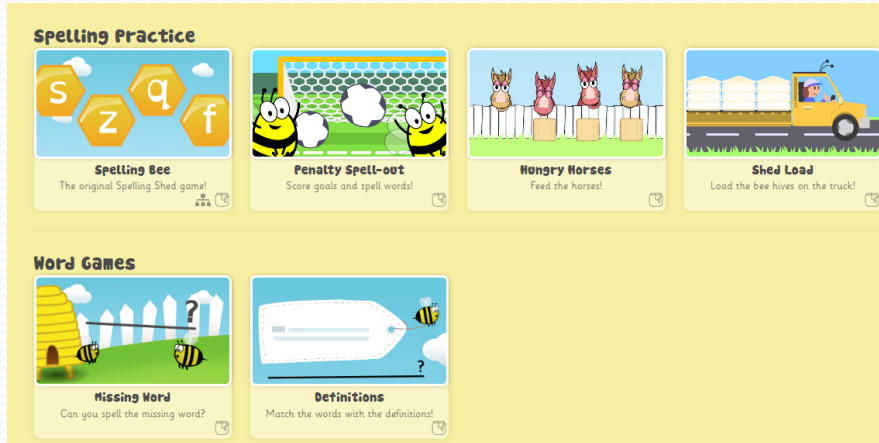
- Reading at home

Your child will be sent home with a reading book matched to their reading level. It is important that they are listened to read regularly and we ask you do this at least 3 x per week. Reading records should be signed to log this.

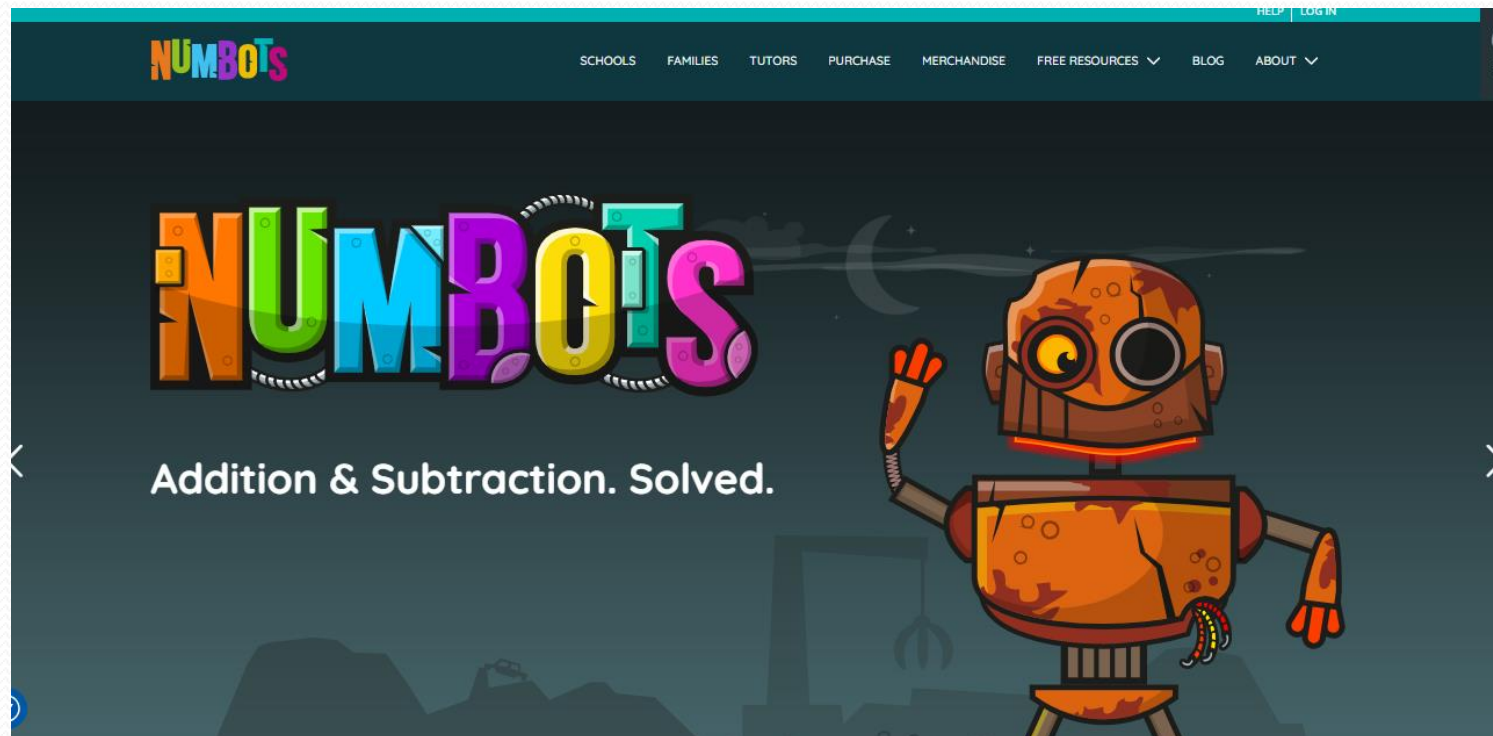


\*It is important these books are looked after as we are unable to replace lost or damaged books\*

- Spelling Shed



- Numbots



# How to help

-Work which can be done at home

- Regular and frequent reading at home. Communication in reading records is appreciated
- In your child's reading record logins for Spelling Shed and numbots can be found. These website can be accessed anytime online and will be tracked. <http://play.edshed.com/>
- Letter and number formation.
- 100 High Frequency Words and tricky words both provided in their reading record.
- Maths Magicians practise can be found in reading records- starting the rainbow award (number bonds to 10)
- Counting to 100 forward and backwards. Or in 2's, 5's and 10's

## Final points and questions

- Reading books – Changed every week according to phonics level. Children visit the library once a week (Tuesday)
- Playtime – Please make sure your child has a coat and wellies in school when needed as well as a hat and suncream in the summer. (Labelled with your child's name)
- Snack – one piece of fruit provided a day. Snack can be provided from home given it is appropriate.
- School website – Please check the class page regularly for updates regarding Year 1.
- PE Days – Monday and Thursday, your child can attend school in their outdoor P.E kit and remain in this for the rest of the day.
- Uniform- It would be greatly appreciated if all clothes including sportswear are labelled with your child's name.

Thank you.