

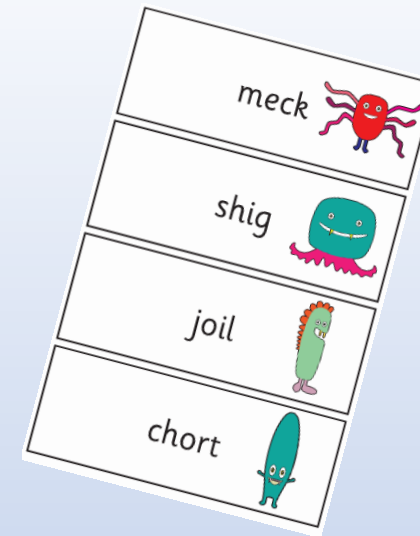
Welcome to Year 1



Curriculum Evening:
Reading and Writing - Mrs Parker
Maths – Mrs Hutchinson



Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		



Reading



What is reading ?

- **Decoding words**

- **Phonics: Sounds-Write**
- **Common Exception Words (CEW)**

- **Comprehension of text**

- **Understanding**
- **Understanding and responding to punctuation**

Decoding: What is phonics?

- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a 30-40 mins phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are 44 different sounds in English but they are made by many different combinations of letters.



[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)

Terminology

Phoneme

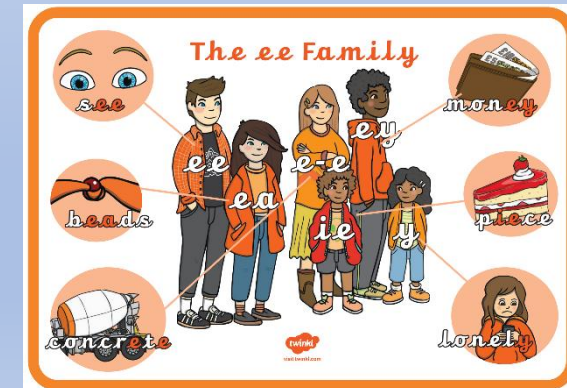
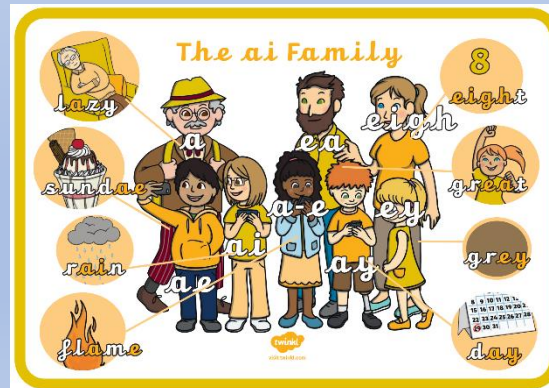
The sound you say



Grapheme

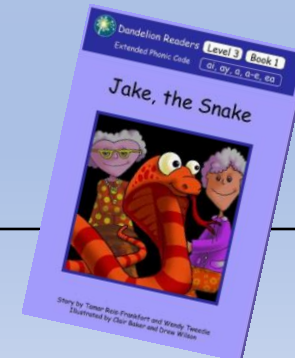
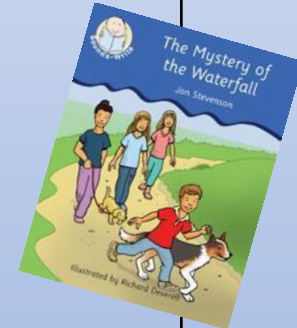
The letters that represent the sound

ai, a-e, ay, a-e
ee, ea, e, y, e-e





Initial Code (Taught in Reception)	Extended Code (Taught in Year 1)	
<p>a, i, m, s, t</p> <p>n, o, p</p> <p>b, c, g, h</p> <p>d, e, f, v</p> <p>k, l, r, u</p> <p>j, w, z</p> <p>x, y, ff, ll, ss</p> <p>sh, ch, th, qu, ng</p> <p>cvc, vcc, cvcc ccvc ccvcc cccvcc</p>	<p>Sounds:</p> <p>/ae/ - (ai, ay, a-e)</p> <p>/ee/ - (e, ea, ee)</p> <p>/oe/ - (o, oa, ow, oe, o-e)</p> <p>/er/ - (er, ir, ur)</p> <p>/e/ - (e, ea)</p> <p>/ow/ - (ou, ow)</p> <p>/oo/ - (oo, ew, ue, u-e)</p> <p>/ie/ - (i, ie, i-e, igh)</p>	<p>/oo/ - (oo)</p> <p>/s/ - (s, ss, c, ce)</p> <p>/or/ - (or, aw, au)</p> <p>/air/ - (air)</p> <p>/ue/ - (ew, u, u-e)</p> <p>/oy/ - (oi, oy)</p> <p>/ar/ - (ar, a)</p> <p>/h/ - (h, wh)</p> <p>/f/-(ph)</p>



Further sounds are taught in Year 2

Decoding: Common Exception Words

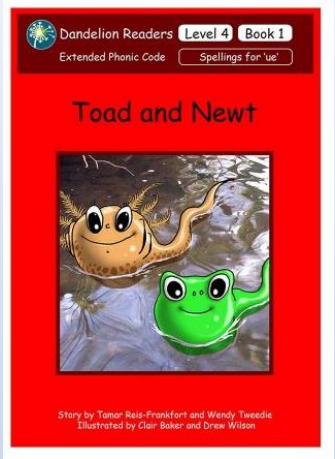
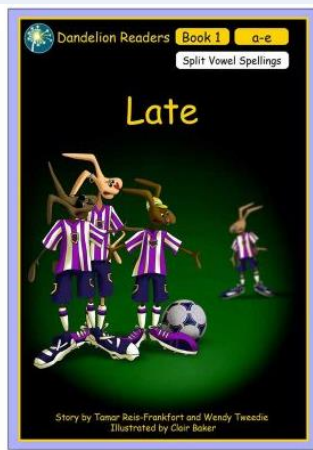
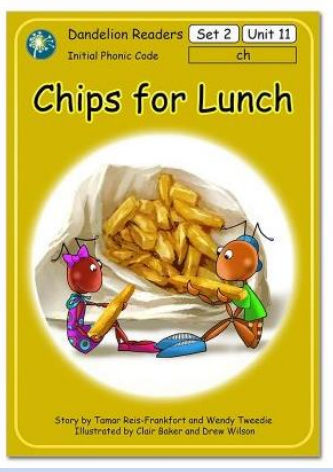
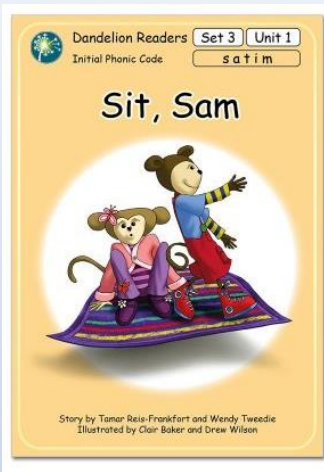
- Children are also taught to read some words by sight.
- In Year 1 there are 45 Common Exception Words (CEW).
- When your child can read these this supports their pace and fluency which in turn supports their understanding of texts.

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Comprehension

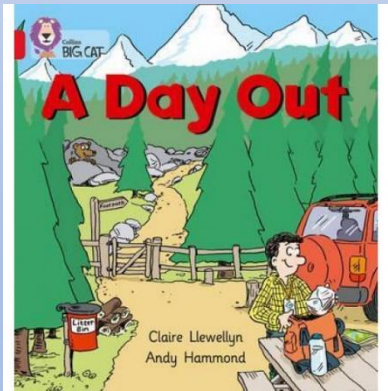
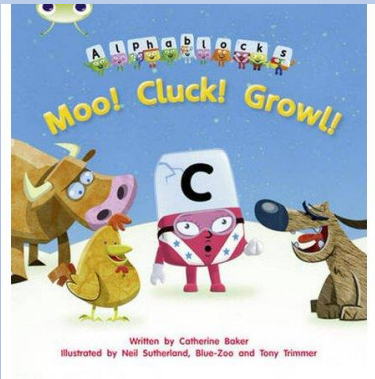
- **This is a vital skill and the culmination of learning to read.**
- **Please support your child by**
 - **Describing characters and how they feel, predicting the ending, finding out facts.**
 - **Re-read the text to check it makes sense.**
 - **Use pictures for clues.**
 - **Breadth and depth of reading: different texts**
 - **Ask questions about the book encourage them to find the answer in the text.**
 - **And most importantly ENJOY READING!**

Reading Books



Initial code

Extended code



Additional readers

Year group	Age	Book Band
Nursery	Up to 4 years old	Lilac
Reception / Primary 1	4-5 years old	Pink
		Red
		Yellow
Year 1 / Primary 2	5-6 years old	Light blue
		Green
		Orange
		Turquoise

Reading Assessment

Ongoing throughout the Year

- ✓ **Weekly reading and assessment**
- ✓ **End of term assessment (phonics and CEW)**
- ✓ **Phonics Screening Check - Usually early June**

Phonics Screening Check

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The aim of the check is to ensure that all children are able to read to the age related standard by the end of Year 2.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in Year 2.



What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to 'sound out' a word and blend the sounds together. E.g. d-o-g – dog



- The focus of the check is to see which sounds the children know and therefore the children will be asked to read real and made-up 'nonsense' or 'alien' words.



Examples of words:

Real words

shop

yell

peel

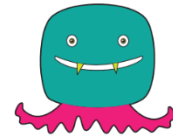
check

Pseudo (Alien) words

meck



shig



joil



chort



Polysyllabic words

label

vanish

blossom

thankful

Past papers are freely available from the [GOV.UK](https://www.gov.uk) website.

When will the screening take place?

- The screening will take place throughout a given week in **June 2023**.
- The check has been designed so that children of all abilities will be able to take part.

[Phonics screening check: sample materials and training video - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.
- The class teacher will conduct all of the screening checks with the children.
- The screening will only take 5-10 mins with each child.



Shhhhhh!

Reading Assessment

Decoding skills

- **Responds speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.**
- **Reads accurately by blending sounds in unfamiliar words containing taught GPC's.**
- **Reads all the 45 Year 1 Common Exception Words.**
- **Reads other words of more than one syllable.**
- **Reads words with contractions (E.g. I'm, we'll, I'll) and understands that the apostrophe represents omitted letters.**
- **Reads aloud accurately books that are consistent with their developing phonic knowledge with some intonation and expression, showing awareness of full stops.**
- **Self corrects when reading to make sure it makes sense.**

Reading Assessment

Comprehension

- **Identifies the main events and characters in a story.**
- **Answers straight forward questions about a text.**
- **Recognises the difference between fiction and non-fiction.**
- **Can re-tell some familiar stories.**
- **Recognises the features of books (chapters, pages, contents page, index, glossary etc).**
- **Predicts what has happened based on what has happened so far.**
- **Recognises the reasons why characters might feel a certain way.**
- **Gives opinions about events and characters in a story, with reasons.**

How can you help?

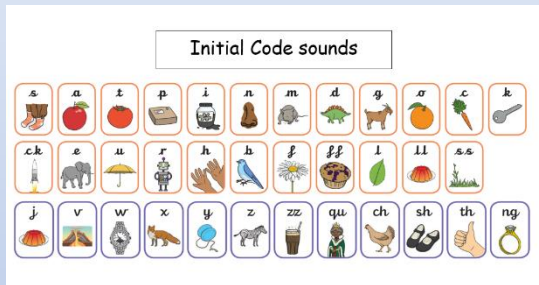
- Read daily with your child
- Encourage your child to 'sound out' and 'blend' when reading or writing.
- Ask them to spot sounds E.g.

Digraph- 2 letters making one sound – c **ow**

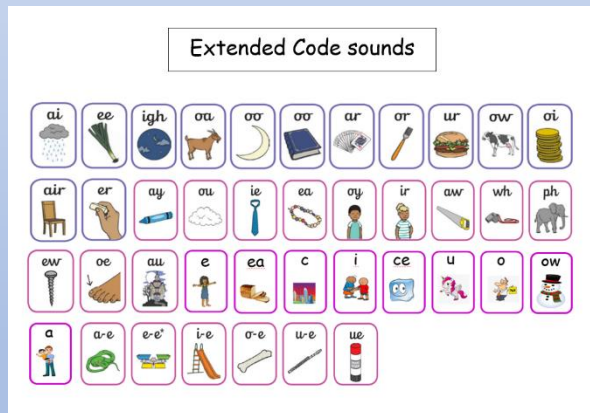
Trigraphs- 3 letters making one sound- n **igh** t

Split digraph -2 vowels with a consonant in between. (Used to be known as the magic e!) –sp**ine**, nam**e**

Practise your child's spellings with them each week. Use post-it notes to let them build each word or write them out (Red spelling book – return each Monday!)



Encourage your child to use their sound mat when writing at home.



Flash Cards for phonics and Common Exception Words.



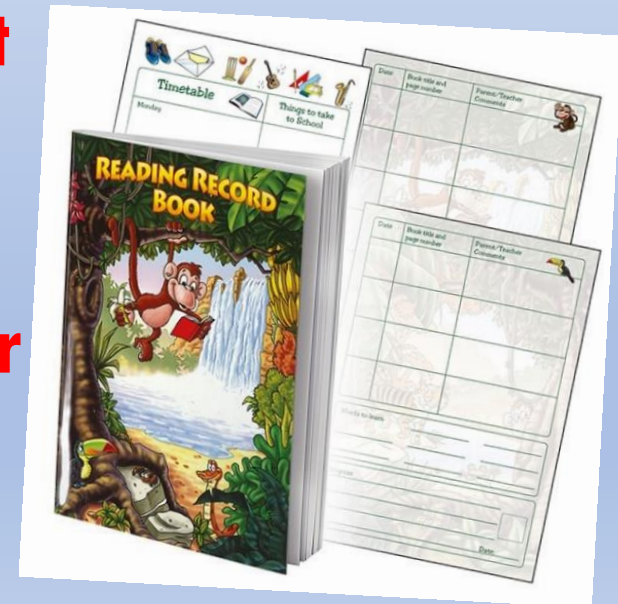
Magnetic letters to build words.



Children can practise their phonics by playing games online like Phonics Play- 'Buried Treasure'

<http://www.phonicsplay.co.uk/BuriedTreasure2.html>

Above all please read the books sent home weekly with your child and make a comment in their reading record book. Please ensure that their diary is in their book bag EVERY day.

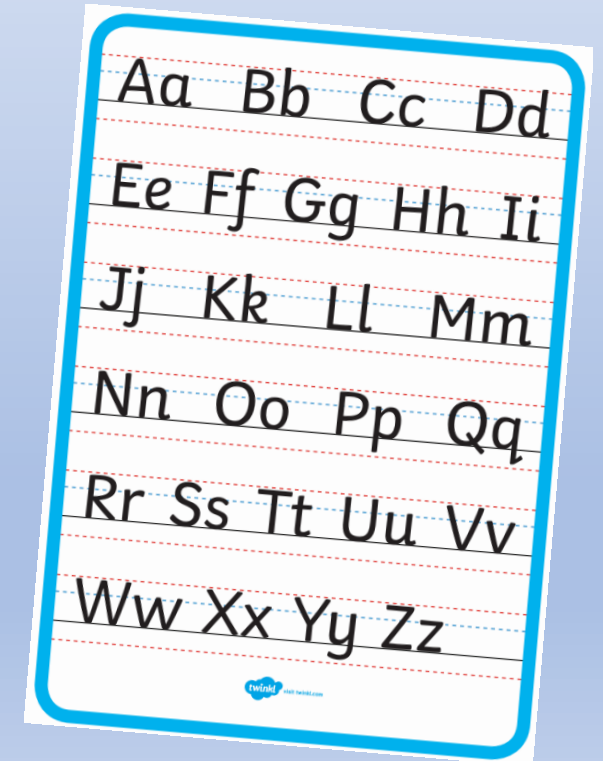


Year 1 Common Exception Words			
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a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		



Writing

- **Handwriting**
- **Spellings**
- **Grammar and Punctuation**
- **Talk for Writing**
- **Assessment**



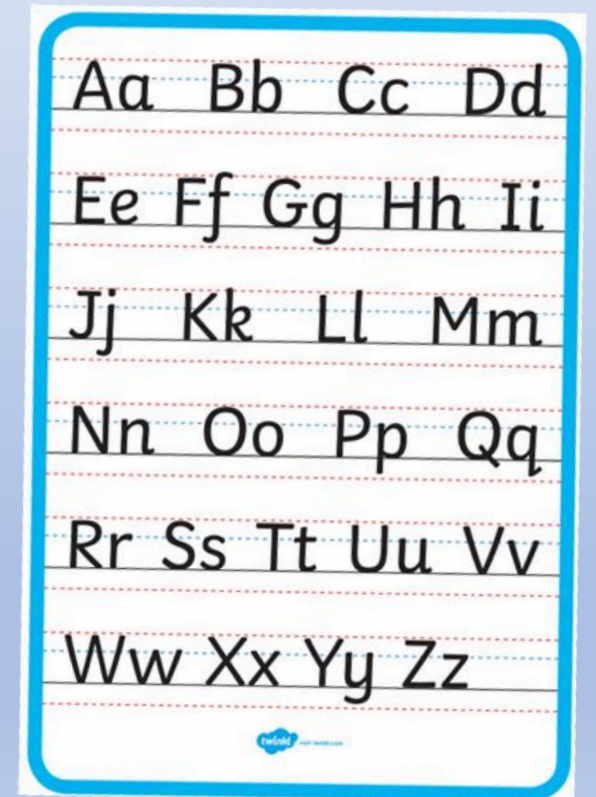
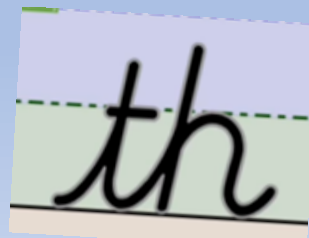
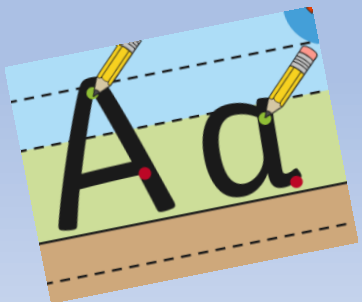
Handwriting

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



In Year One, children need to form their lower case letters in the correct direction, and in relative size to one another. There should be clear ascenders and descenders. As they progress through the handwriting scheme they will learn to join some taught graphemes. This will begin in the summer term and continue throughout the school.



Spellings

Spell correctly words containing each of the 40+ phonemes taught

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Extended Code sounds



Spell the Common Exception Words for Year One (CEW)

These are the statutory requirements of the National Curriculum noted in the spelling appendix for Year 1

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Grammar

- Uses the prefix un- correctly.
- Use suffix ing, ed, er and est where no change is needed in the spelling of the root word.
E.g. help - helping ,helped, helper.

Punctuation

- Leaves *spaces* between words.
- Punctuates most sentences using a *capital letter*.
- Uses a capital letter for the personal pronoun 'I'.
- Punctuates most sentences using a full stop.
- Can use a question mark. ?
- Can use an exclamation mark. !

Writing Prompts

Use capital letters

A B C

Use phonics



Use finger spaces



Use full stops

...the end.

Write on the line

One day...

Read through again



Talk for Writing

Adopted throughout the school Nursery – Year 6 based on a proven method of improving writing.

Uses action words

Repetition

Acting

Modelling

Vocab exploration

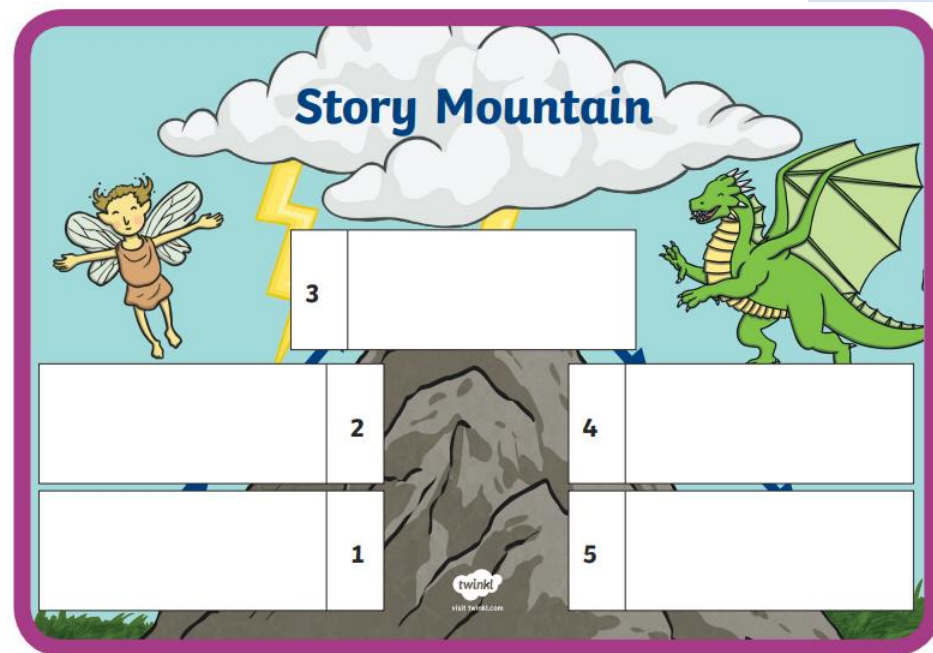
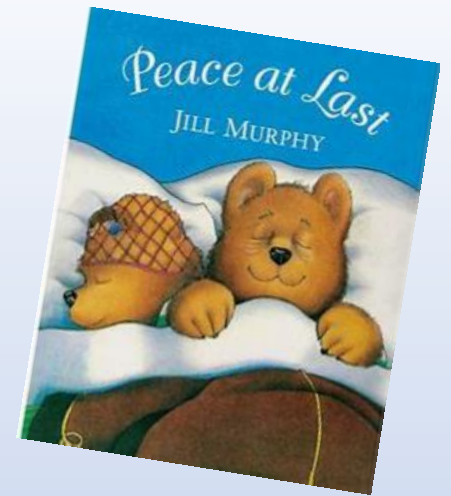
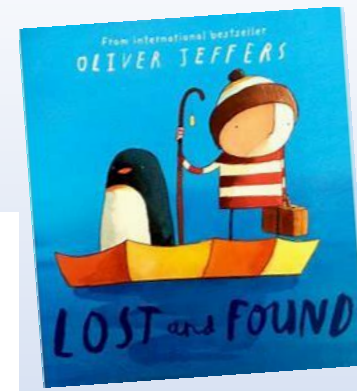
Story mountain

Story maps

Aims to ensure children can

Write a sequence of sentences that form a short passage.

Joins words and joining clauses using 'and'.



<http://www.talk4writing.co.uk/portfolio-items/t4wexplanation>

Assessment



Punctuation

- **Punctuates sentences using capital letters and full stops**
- **Uses a capital letter for names of people, places, days of the week and the personal pronoun 'I'**
- **Uses question marks and exclamation marks**

Language

- **Uses present tense verb forms correctly**
- **Spells words containing each of the 40+ phonemes already taught and taught prefixes and suffixes (-s, -es, un-, -ing, -ed, -er, -est)**
- **Makes phonically plausible attempts to spell new words**
- **Spells the common exception words in the Year 1 list**
- **Understands taught SPaG terminology**

Sentence Construction

- **Uses coordination - joins words and clauses using 'and'**
- **Writes phrases and sentences that make sense to the reader**

Text Structure

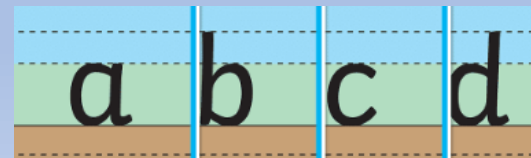
- **Writes sequences of sentences to form short passages**
- **Can check that own writing makes sense**

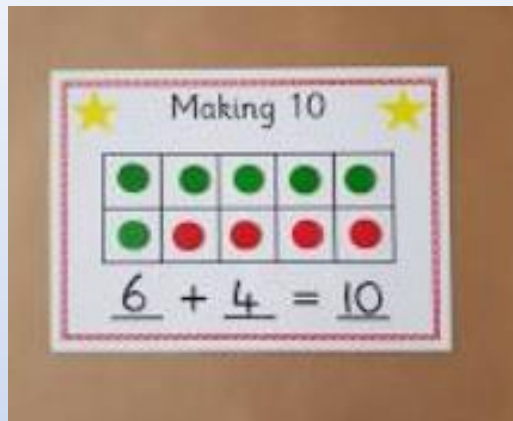
Handwriting

- **Leaves spaces between words**
- **Forms lower case letters in the correct direction, relative size to one another**
- **Writes taught graphemes in a continuous cursive style**
- **Uses coordination - joins words and clauses using 'and'**
- **Writes phrases and sentences that make sense to the reader**

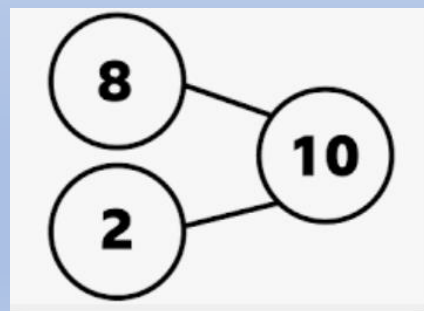
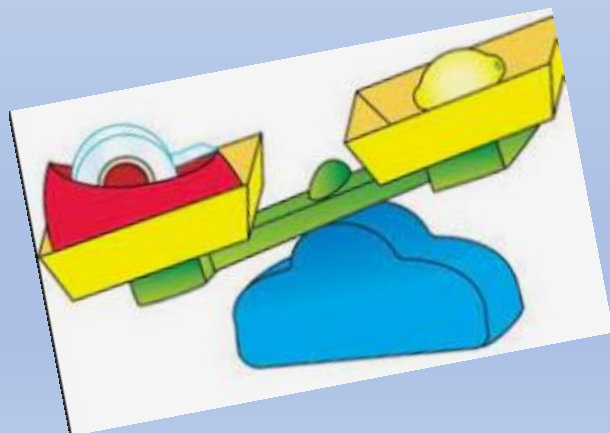
Supporting your child's writing at home.

- Encourage them to write with correct letter formation.
- Make a story map.
- Dictate simple sentences including questions and statements using the spellings for the week.
- Encourage writing - shopping lists, book reviews, facts, diaries, recounts of visits and greetings cards.
- Encourage them to take care with their homework – use a pencil and write neatly
- Keep writing at home short, as quality is important not quantity!



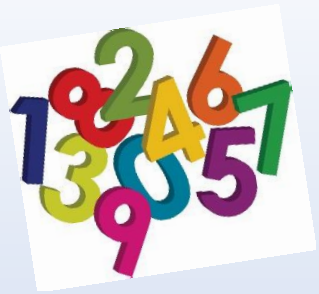


Maths



100 Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Mastery- Mathematics



CPA Approach to Mathematics

- Concrete

This is the enactive stage. Children are introduced to an idea of skill by acting it out with real objects. This is the 'hands on' component using real objects and it is the foundation for conceptual learning.

- Pictorial Representation

The iconic stage- children have significantly understood the hands on experiences and can now relate them to representations such as diagrams or a picture of the problem.

- Abstract Representation

The symbolic stage – children are now capable of representing problems by using mathematical notation.

Non-negotiables-

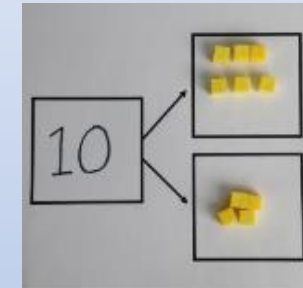
Say 1 more/1 less to 100

Add & subtract: 1 digit & 2 digit numbers to 20, including zero

Progression in Calculation- Addition

Concrete

Children will learn to add two numbers together as a group or as a bar.



Pictorial

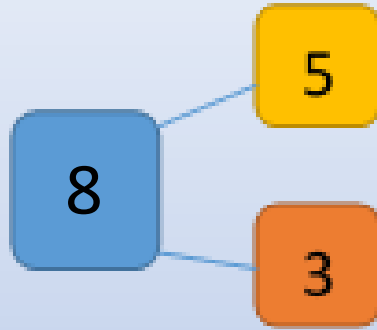
Children will use pictures to add two numbers together as a group or in a bar.

The 'whole' is reinforced as a variety of numbers and the many different 'parts' of the whole are explored.



Abstract

Children will use the part - part whole diagram as shown to move into the abstract.



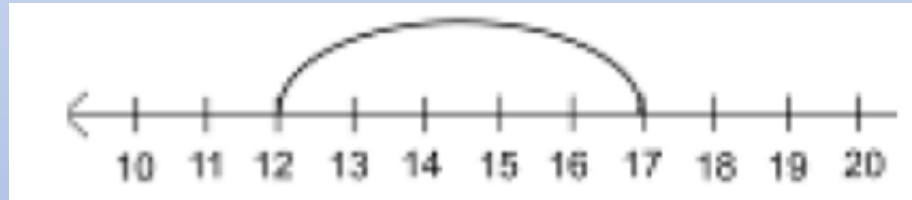
$$5 + 3 = 8$$

$$8 = 5 + 3$$

Then progress onto the methods of adding by starting at the biggest number and counting on.



$$12 + 5 = 17$$



They should place the larger number in their head and count on the smaller number to find the answer.

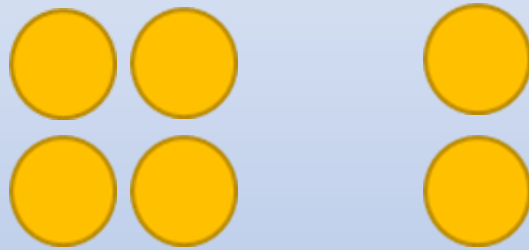
We will explore the commutative nature of addition (adding can be done in any order).

Progression in Calculation- Subtraction

Taking away ones

Concrete

Children start with physical objects again, counters, cubes etc. to show how objects can be taken away.



Pictorial

Cross out drawn objects to show what has been taken away.



Abstract

$$6 - 2 = 4$$

Counting Back

Concrete

Children make the larger number in your subtraction. Move the beads along your bead string as they count backwards in ones.

$$13 - 4 =$$



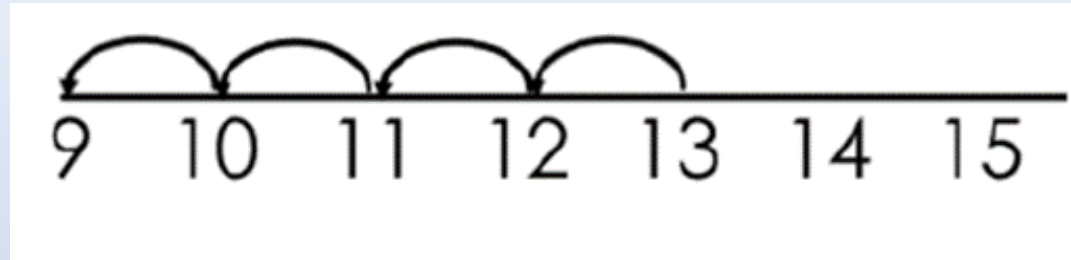
Or use counters and move them away from the group as they take them away counting backwards.



Pictorial

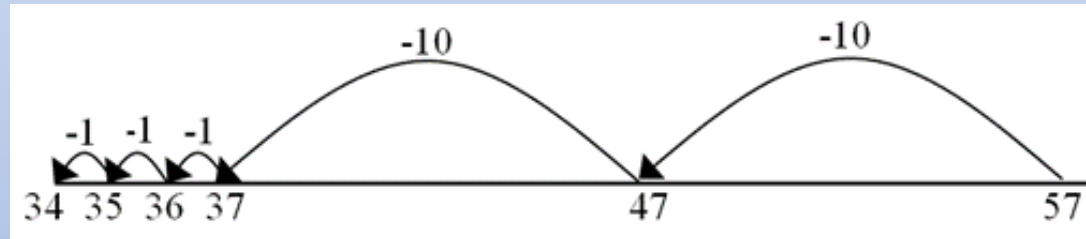
Count back on a number line or number track.

$$13 - 4 =$$



Start at the bigger number and count back the smaller number showing the jumps on the number line.

$$57 - 23 =$$



Abstract-examples;

$$14 - \boxed{} = 11$$

Put 14 in your head, count back until you reach 11. How many did you count?

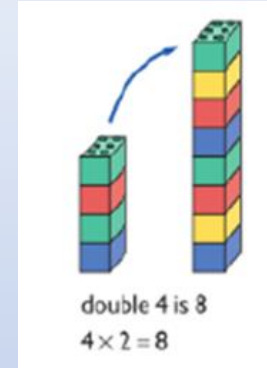
Non-negotiables- Use number bonds and subtraction facts to 20

Progression in Calculation- Multiplication

Doubling

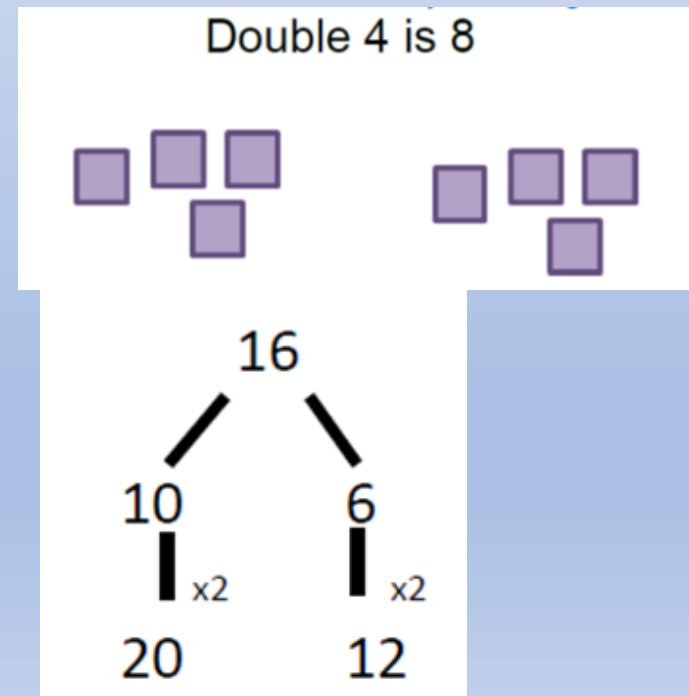
Concrete

Children use practical activities to show how to double a number.



Pictorial

They draw pictures to show how to double a number.



Abstract

Partition a number and then double each part before recombining it back together.

Non-negotiables- Count in multiples of 2, 5 & 10

Solve one-step multiplication and division using objects, pictorial representation and arrays.

Counting in multiples

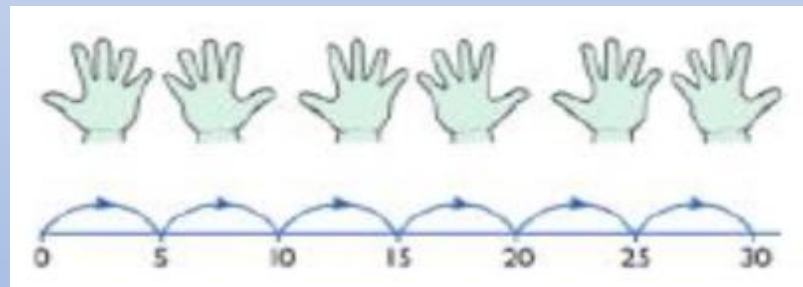
Concrete

Children begin by counting in multiples supported by concrete objects in equal groups.



Pictorial

They then use a number line and pictures to continue support in counting in multiples.



Abstract

Finally they count in multiples of a number aloud and begin to write sequences with multiples of numbers.

2,4,6,8,10

5, 10, 15, 20, 25

Non-negotiables- Solve one-step multiplication and division using objects, pictorial representation and arrays.

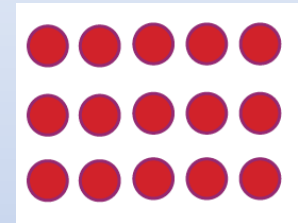
Using arrays

Concrete

Children begin by counting groups of concrete objects such as counters and arranging them in rows.

They are encouraged to count the rows in groups.

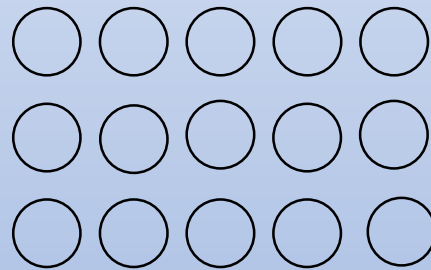
'I have 3 bags. There are 5 pennies in each bag. How many pennies do I have altogether?'



Pictorial

Children draw the pennies in the example.

Again they count the rows therefore counting in 5's.



Abstract

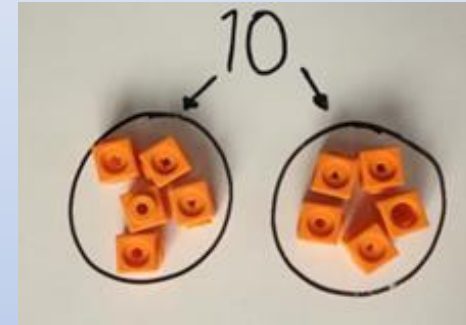
$$3 \times 5 = 15$$

Progression in Calculation- Division

Sharing Objects into groups

Concrete

I have 10 cubes, can you share them equally in 2 groups?



Pictorial

Children use pictures or shapes to share quantities. $8 \div 2 = 4$



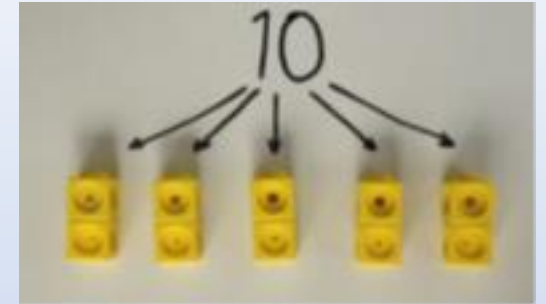
Abstract

Share 9 buns between three people. $9 \div 3 = 3$

Division as grouping

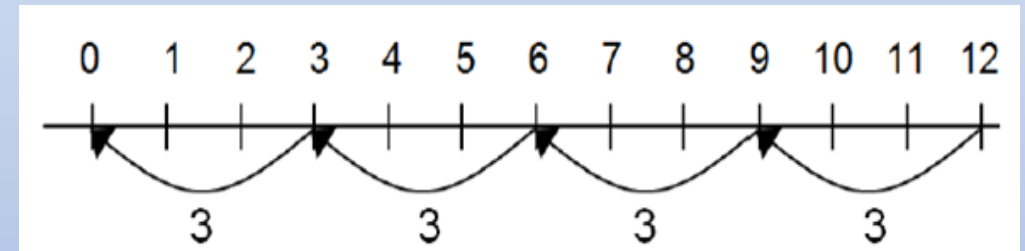
Concrete

Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.



Pictorial

Use a number line to show jumps in groups. The number of jumps equals the number of groups.

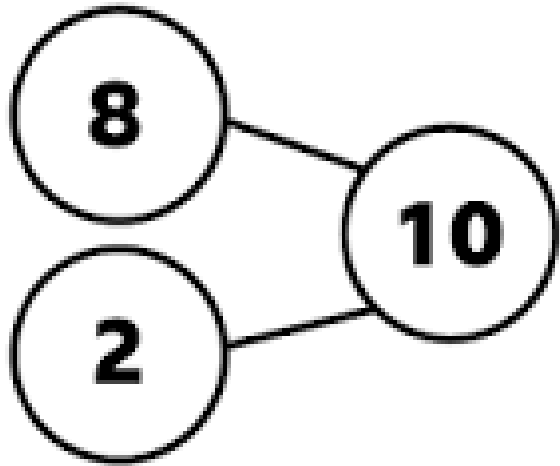


Abstract

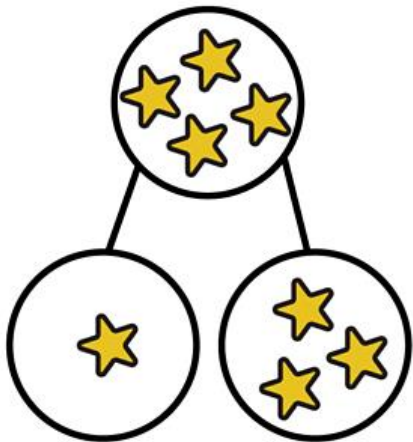
$$28 \div 7 = 4$$

Divide 28 into 7 groups. How many are in each group?

Part Part Whole



- **This is a common model we will be using in Year One.**
- **This will help the children understand the parts of addition and subtraction.**
- **Alongside this the children will be expected to understand and recall number fact families and their number bonds.**



Number

- **count to and across 100, forwards and backwards from any given number**
- **count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s**
- **read and write numbers from 1 to 20 in numerals and words**

Shape and space

- **Recognise and name common 2-D and 3-D shapes, including:**
 - **2-D shapes [for example, rectangles (including squares), circles and triangles]**
 - **3-D shapes [for example, cuboids (including cubes), pyramids and spheres]**
- **Recognise half and quarter of object, shape or quantity**

Time

- **Sequence events in chronological order (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)**
- **Recognise and use language relating to dates, including days of the week, weeks, months and years**
- **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**

How can you help?

- Practise quick number bond recall with your children, for example 3 and 2 make 5, 5 and 5 make 10.
- Practise number formation wherever possible e.g. shopping lists and in real life contexts.
- Real life opportunities to use their maths skills e.g. money, telling the time, weight, measuring.
- Practise the numbers as words, both reading and writing.
- Practising writing the numbers in numerals to 100.

Thank
you!

