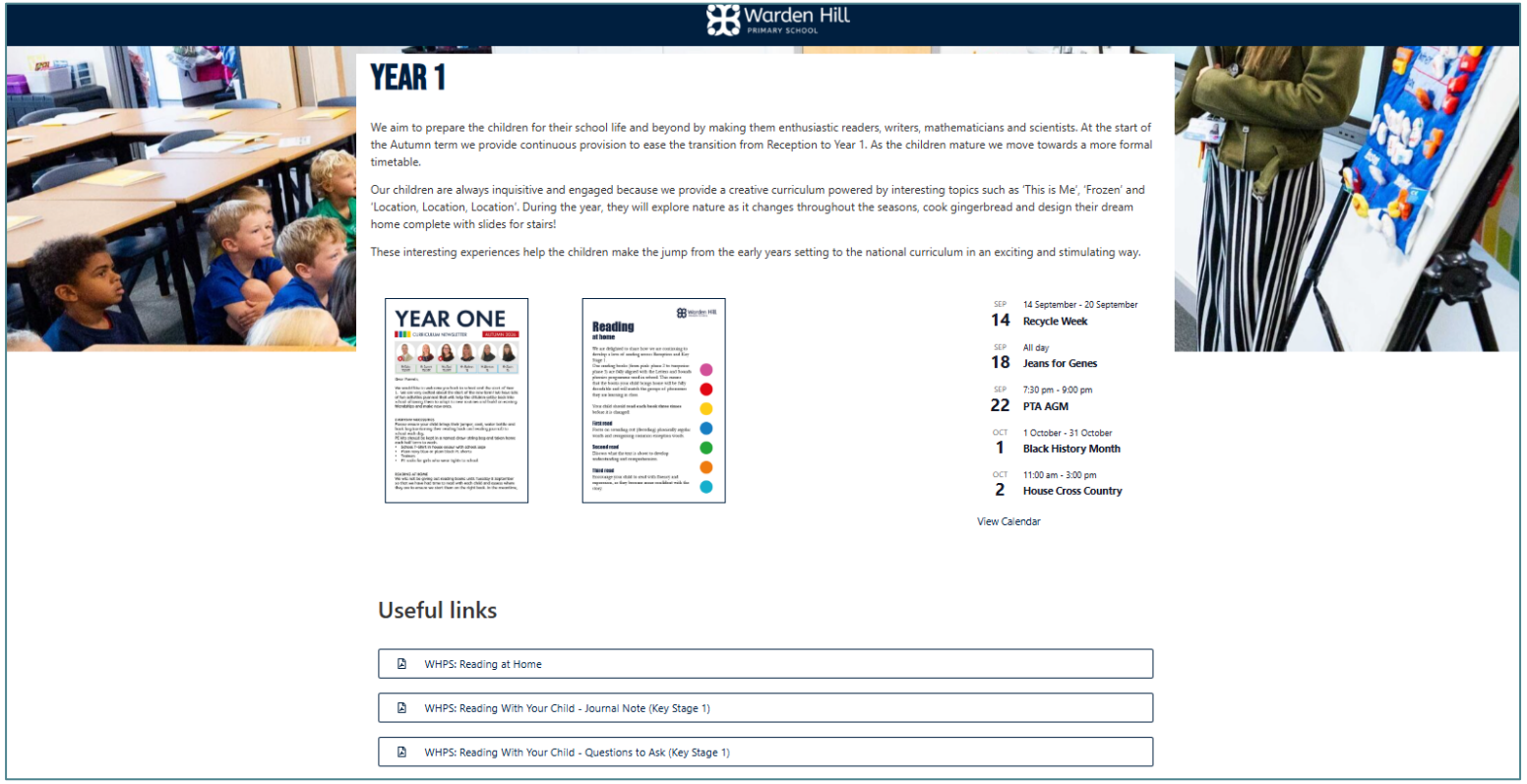
Welcome to Year 1 - Meet the Team

Mr Bailey	Ms Albertson	Mrs Fletcher	Mrs Davies	Ms Scarrett	Miss Rand	Mrs Matthews
Class Teacher	Teaching Assistant	PPA Teacher	Teaching Assistant	Class Teacher	Class Teacher	Teaching Assistant
						

There will be times during the course of the year where a supply teacher might have to take the class or another teacher will cover. This might be because of illness or as part of our teaching role. We also have other whole school responsibilities that we need to be released for.

Welcome to Year 1

What your child will learn during the year is all on the school's website...



Changes from Reception:

We don’t use Tapestry – Our curriculum is completely different and we do a lot more work in books and less through play.

At the end of Reception your child may achieved a Good Level of Development and have been expected across all areas. However the National Curriculum in Year 1 is very different and what was expected in Reception may not be expected in Year 1.

Oracy:

Towards the end of this term – focus on oracy and taking part in our school Look Who's Talking competition

No toys please – but we will be starting Show and Tell soon

Homework

Reading, reading, reading!

Reading books out next Monday

Spellings to follow

We love reading!

- Reading for pleasure
- Finding out information
- Reading the world around them
- Accessing learning

- Books changed on Mondays if they have been read 3 times (signed)
- 2 books given - read the first 3 times before the second
- Class library books from the start of next week
- Reading challenge

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Reading and Books

- Books precisely match children's phonics attainment
- **Three reads to bridge the gap between decoding and fluency.**

1. **Decode**
2. **Comprehend**
3. **Fluency – reading like an expert**



Unlocking Letters & Sounds

Reading Stars Phonics



Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

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Reading at home

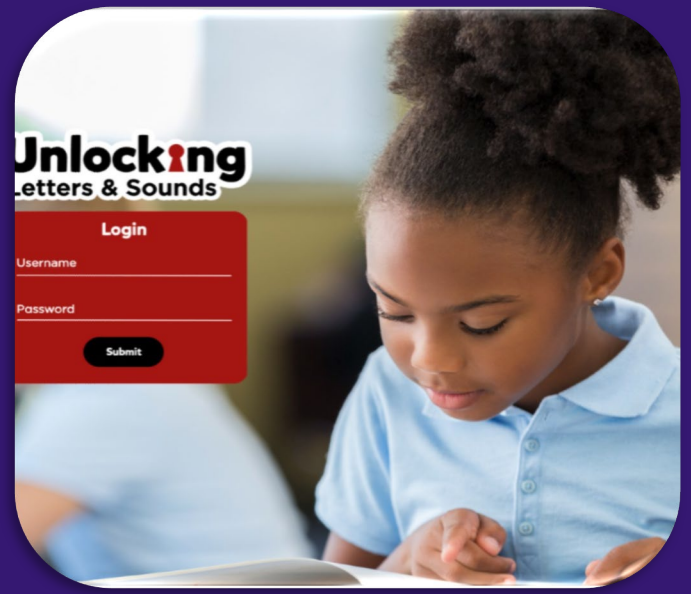
- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Model good pronunciation and how to read each sentence
- Ask questions about what has happened and characters' feelings
- Discuss vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!
- Local library

Phonics Screening Check

- Phonics is the link between the sounds we say and the letters that represent each sound.

- Grapheme – the written letter or groups of letters (digraphs and trigraphs)

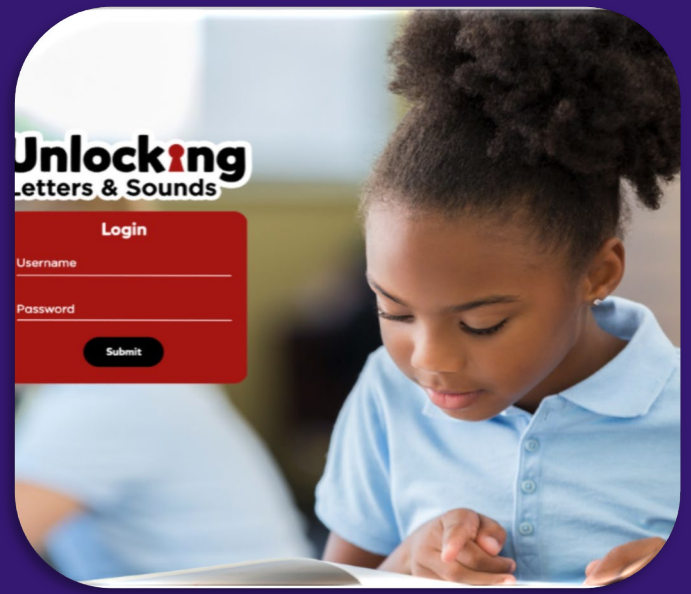
- Phoneme – the sounds that the grapheme makes.
- Towards the end of Year 1 your child will sit the Phonics Screening Check.
- This will be done with their class teacher in a low key 1 on 1 quiet environment.
- They will have to read real and nonsense words (20 of each)



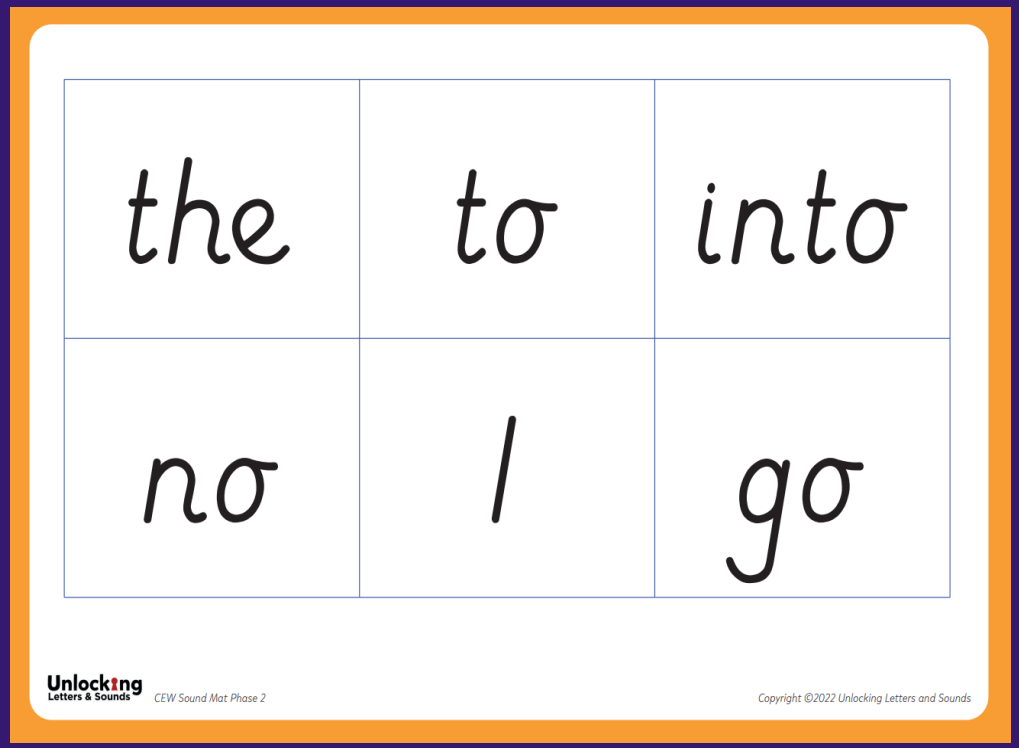
Segmenting and Blending?

Now that your child knows the individual graphemes we are focussing for the next few weeks on segmenting and blending using sound buttons.





Common Exception Words



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Writing expectations for Year 1

Handwriting

We really concentrate on the children's pencil grip and their posture and the way they position their paper.

We focus on handwriting and correct letter formation first and then start to introduce oral dictation to practice writing sentences.

Our Clever Writer Checklist

- letters sit on the lines — abc
- tall letters touch the top line — bdfhklt
- dangly letters go under the line — fgjpqy
- capital letters
  - start of a sentence — Then he fell
  - names — he gave it to Joe
  - places — Cheltenham
- a full stop at the end .
- finger spaces



- check to see that it makes sense ✓

Writing – Ideas for writing activities at home

- Blackboard
- Whiteboard and pen
- Paint
- Shopping lists
- Christmas / birthday lists
- Postcards / thank you or greetings cards
- Match reports
- Stories
- Journal / diary
- Colouring

You can find these on the website.

MATHS

YEAR 1

Key Instant Recall Facts

Autumn 1

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

- **I know number bonds to 5**
- **I can count to and back to/from 20**

Key Vocabulary:

Subitise, altogether, add , More, Plus, Make, Sum, total





Suggested activities:

- Hold up 5 fingers and fold down 2, asking the child, "If 2 fingers are down, how many are still up?" so they can see that 2 and 3 make 5.
- Use 5 building blocks to make two towers, such as 1 block in one tower and 4 in the other, and ask the child to identify how the groups make 5.
- Place 5 toy cars on the floor and sort them into two groups, such as 2 cars and 3 cars, asking the child to explain how many are in each group.
- Give the child 5 grapes and ask, "If you eat 1 grape, how many are left?" helping them recognise that 1 and 4 make 5.
- Hide some of 5 counters in your hand, show 3 counters, and ask the child, "If you can see 3, how many are hiding?"
- Roll a die and if it lands on 4, ask the child to place 4 counters on a mat and work out how many more are needed to make 5.
- Make number cards and ask the child to match a card showing 2 with another showing 3 because together they make 5.
- Hide number cards around the room and when the child finds a card with 4 on it, ask which number goes with it to make 5.
- Ask the child to jump 2 times and then ask, "How many more jumps do you need to make 5?"
- Draw a number bond rainbow with 5 at the top and write 2 on one side, asking the child to complete the missing number.
- Make 5 playdough balls and split them into groups of 4 and 1, discussing how the two groups together make 5
- Make a bead string https://www.youtube.com/watch?v=EXd6FV7-Gzo
- Count steps while walking up or down the stairs, saying numbers aloud from 1–20 and then counting backwards from 20–1.
- Roll a ball back and forth and say the next number each time it is passed, counting forwards to 20 and then backwards.
- Sing counting songs such as "1, 2, 3, 4, 5" or countdown songs and pause so the child can say the next number.
- Play a number treasure hunt by hiding number cards from 1–20 and asking the child to place them in order and then reverse the order.
- Jump, clap, or hop while counting movements aloud from 1–20 and then challenge the child to count backwards from 20 to 1.
- https://nrich.maths.org/eyfs-number-books

Stem sentences to use:

I have _____ ; I have _____ ; together we have 5
_____ needs _____ to make 5
_____ and _____ make 5.

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Maths – Expectations for this term in Year 1

- Count forwards and backwards from any given number (up to 20)
- Count, read and write numbers to 20 in numerals
- Find the number that is one more/one less than a given number (up to 20)
- Know their number bonds and related facts to numbers up to 10
- Record their work using addition, subtraction and equals signs
- Name and describe some common 2D and 3D shapes

Maths – Expectations for the end of Year 1

- Count forwards and backwards from any given number (up to 100)
- Count, read and write numbers to 100 in numerals
- Read and write numbers from 0 to 20 in numerals and words
- Find the number that is one more/one less than a given number (up to 100)
- Count in multiples of twos, fives and tens
- Know their number bonds and related facts to 20
- Record their work using addition, subtraction and equals signs
- Find a half and a quarter of a shape or small group of objects
- Compare objects by length, weight and capacity
- Use the language associated with time e.g. ordering the events in a day, weeks, months, years, seconds, minutes, hours
- Read o'clock and half past times
- Recognise and know the different denominations of coins and notes
- Name and describe some common 2D and 3D shapes
- Describe position, direction and movement e.g. whole, half and quarter turns

Maths – Ideas for maths activities at home

- **Board games** such as Snakes and Ladders are great for turn taking, counting and understanding the number system.
- **Top Trumps** - great for comparing numbers.
- **Card games** - Number bond pairs, higher or lower, sevens or blackjack (pontoon) help with counting, addition and number sequences.
- **Pairing socks** for counting in 2s or counting fingers on hands for 5s.
- Throughout the day say the **time** and discuss what happens when.
- Use an **analogue** as well as a digital clock.
- Use of coins 1p, 2p, 5p, 10p – make a shop



How we let you know how your child is doing and Assessments

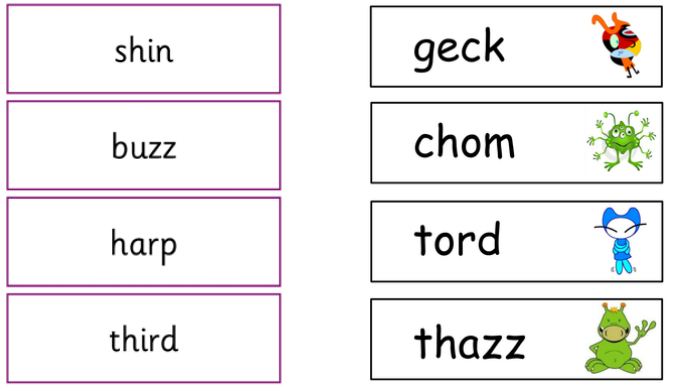
How is my child doing?

We let you know how your child is doing (academically, socially and well-being) in the following informal and formal ways:

- Pick up from the playground – sometimes we will want to share with you something that happened that day.
- Parents evenings – 14th and 15th October – this is to discuss how well they've settled in, as well as progress they have made since the start of term. It will be a focus on the core subjects (for us this also includes science) and anything specific you want to raise in a foundation subject. Second parents evening March time.
- Reports: There is the statutory end-of-year report, which covers the attainment in all subjects.

Assessments

- In order to ascertain progress and therefore attainment in subjects we use a variety of assessment strategies, the results of which we use to address any gaps or misconceptions.
- We will carry out informal assessments on a daily basis in the classroom – through questioning, talking with the children and them completing tasks independently.
- In Year 1, there is also the formal assessment of the phonics screening check for all children.
- This national test assesses their phonic knowledge. The children need to read and blend all of the sounds in real and nonsense words from phase 2, 3 and 5. It takes place at the start of June and we will give you more information about it later in the year.



Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child reguarly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with SEND



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Attendance

- Please **bring your child round to the Year 1** classrooms and wait with them on the path (not the field) until the gate is opened at 8:35am.
- Our new way of lining up please
- Could you say goodbye to your child here. The gate to the playground closes at 8:45.
  - The school day officially **starts at 8:45 at which point the registers in class will be taken** – any child arriving after this will be marked as late and must come through the main office.
- Pick up at 3.15pm
  - Children should be collected from the playground.
  - We aim for 100% attendance target and we would love you to join us on this.
  - If unwell e.g. sickness, diarrhoea symptoms – please do not come to school and report the absence. Children must not return to school for 48 hours after the last episode to ensure they don't pass it on to others.



Kit: what your child needs

Every day your child needs their:

- Book bag (Please limit attached keyrings to 1 small one)
- Labelled water bottle (not inside book bag due to leaks!)
- Labelled school sweatshirt
- Labelled coat (throughout the year - pakamac raincoat in summer is normally adequate)

- All items need to be clearly **labelled** **with your child's name**

PE / games kits should be in a named enclosed drawstring bag. We would like your child to keep their PE kit at school, and we will send them home every half term. If they need their trainers for the weekend, of course they can take them home on Friday, but please bring them back next week.

Please can girls who wear tights, have socks to change into.

Top tips for a successful year:

Practice getting dressed and undressed

Practice turning clothes inside out

Shoe laces – if your child brings shoes with shoe laces they need to be able to tie and untie them themselves

Trainers should be in plastic bag in case they get muddy

No back packs - we have no room for them!

Wellies – we have no available storage
but we need them for Forest School – 1S will start Forest school on Friday 18th September and continue each Friday until half term. 1B's sessions will be for the 6 weeks after half term again on a Friday. We will send out information about these sessions next week.

Top tips for a successful year:

Year 1 Christmas carols and Year 1 assembly in the Spring or Summer

Trips – we plan to take the children on a number of trips throughout the year including walking to the Up Hatherley library near Morrisons, Wind in the Willows at the Everyman, a trip to the Wilson Museum, the Literature Festival, the Science Festival and the Cotswold Wildlife Park (maybe more).

We can only do these trips if we have a number of adults to accompany us who have been DBS checked.

Parent helpers for readers and trips

Please let us know if you, another relative etc can help.

We can sort a DBS check for you.

Top tips for a successful year:

Bottles – school ones are best as they don't leak or break easily, water, not squash

Make sure they are on the milk list if you would like them to have milk – see the office

Talk through lunch choices with your child if you have any concerns about what they are eating

Help your child practise using a knife and fork

If sending packed lunch no nuts (including Nutella etc).

This also applies to school trips!

Getting in touch and FAQs

- Our children have made an excellent start to Year 1 – we look forward to a very positive year!
- How to get in touch – email:

admin@wardenhill.gloucs.sch.uk