



Learning in Year 1

*Our learning community
respects, nurtures and inspires.*

The Year 1 Team!

- ▶ Fox Class - Mrs Chowdhury and Mrs Dimbleby
- ▶ Woodpecker Class - Miss John
- ▶ Squirrel Class - Mrs Udo

- ▶ **Teaching Assistants** - Mrs Rutter, Mrs Sparshott and Mrs Li
- ▶ Woodpecker and Squirrel class have support from a Griffins Teaching Assistants

Transition to Year One



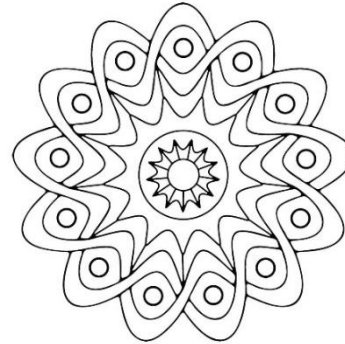
We have carefully planned the first few weeks of Year One to support children with transitioning to Year One.

Our children have shown amazing adaptability and positive learning behaviours in Year One.

We are very proud to see how well they have all settled into Year One's daily routine and learning style.

Wellbeing and Mental Health Focus

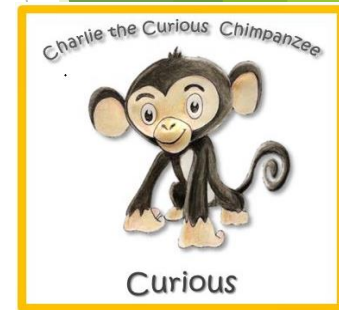
- ▶ Daily Feeling check in
- ▶ Weekly PSHE lesson
- ▶ Half-termly wellbeing session
- ▶ Transition 'learning challenges': these have been carefully planned to enable children to apply knowledge learnt independently.
- ▶ Show and Tell
- ▶ The Good Morning Club sessions



Characters of Learning

Our characters of learning demonstrate the **qualities that make an effective learner**. These qualities are embedded in our curriculum and daily school life, and the children are **encouraged to demonstrate these in all areas of their learning**.

- ▶ Characters of Learning Achievement Certificates are awarded each Friday.
- ▶ Two children are chosen from each class.
- ▶ Children will also receive stickers for demonstrating these qualities throughout the week.



School Code of Conduct



Respect Ourselves

- I know how to try my best
- I know how to keep myself safe
- I know how to express how I am feeling

Respect Others

- I know how to be a good friend and keep others safe
- I know how to be a good listener
- I know how to be well mannered and polite

Respect Our World

- I know how to care for our school environment
- I know how to be curious about and celebrate everyone in our world
- I know how to look after our world

Year One Learning Environment

- ▶ Children will have a carpet spot- where they can share learning with their peers during our whole class learning, before sharing with the class.
- ▶ Children will work in a range of different groups/teams and pairings in class.
- ▶ Learning resources accessible to encourage children to become independent learners.
- ▶ Displays are created and updated regularly to aid children's learning and showcase children's work.

Structure of the Day

AM

- ▶ **8.45:** Doors open
- ▶ **8:55:** Register close
- ▶ **8:45 -9:05:** morning work
- ▶ **9:05 -9:25:** Phonics
- ▶ **9:25 – 9:30:** 5-a-day
- ▶ **9:30-10.25-** Maths or English
- ▶ **10.25-10:45:** Playtime
- ▶ **10:45- 11.00:** Water Snack and Story time
- ▶ **11.00 -12:00:**English or Maths Lesson
- ▶ **12:00- 12:25:** Guided Reading
- ▶ **12:30 – 13:30:** Playtime + Lunchtime

PM

- ▶ **13:30-13:40 -** Register/Time to chill
- ▶ **13:40 - 15:00-** Foundation subjects lessons
- ▶ **15:00 -15:15:** Assembly
- ▶ **15:25:** Home time

Creative and Diverse Curriculum - Culture capital

- ▶ Our curriculum is creative, broad, balanced and diverse. There is not only just focus on the core subjects: English, Maths and Science. Foundation subjects are equally important as they provide ideal situations for giving children real, multi-sensory experiences that excite and inspire them to apply their learning in core subjects in meaningful, creative and individual way.
- ▶ All topics throughout the year are carefully chosen not only to meet the requirements of the National Curriculum but also to reflect children's interests.
- ▶ School visits, trips and visitors will be used to give the children extra WOW moments and enhance what we are learning.
- ▶ Trip and experiences ideas - Grandparents for History, Fire Station visit for History and PSHE, Horniman's Museum for Science, the National theatre for English, the Golden Hinde for History, St Paul's Church for RE, Drama workshops, Life Space for PSHE, Music workshops

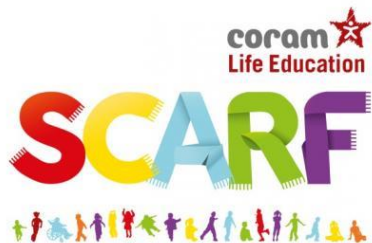
Trips and Experiences Ideas

- ▶ □ Life Space in school visit (Cost)
- ▶ Grandparents talking about the past
- ▶ Local Area walk around the park
- ▶ St Paul's Church
- ▶ Music Workshop
- ▶ Drama workshops
- ▶ Pantomime in school (FODWIS)
- ▶ Bromley Toys archive
- ▶ Horniman's Museum and Gardens (Cost)
- ▶ Golden Hinde (Cost)

Using Public Transport

Foundation Subjects

- ▶ Science
- ▶ RE
- ▶ History
- ▶ Geography
- ▶ Music
- ▶ PE
- ▶ P4C
- ▶ PSHE/ wellbeing
- ▶ Art
- ▶ Design and Technology
- ▶ Computing



Foundation Subjects

PSHE:

- ▶ Me and My Relationships
- ▶ Valuing Differences
- ▶ Rights and Responsibilities
- ▶ Keeping Myself Safe
- ▶ Being My Best
- ▶ Growing and Changing

PE:

- ▶ Ball Skills
- ▶ Gymnastics
- ▶ Dance
- ▶ Athletics

Foundation Subjects

Science:

- ▶ Seasonal Changes
- ▶ Everyday Materials
- ▶ Plants
- ▶ Animals, Including Humans

Computing:

- ▶ E-Safety
- ▶ Computer Systems and Networks
- ▶ Data
- ▶ Digital Imagery
- ▶ Programming and Algorithms

Foundation Subjects

Design and Technology:

- ▶ Textiles: Puppets
- ▶ Structures: Windmills
- ▶ Cooking and Nutrition: Fruit Smoothie

Art

- ▶ Colour Splash
- ▶ Painting and mixed media
- ▶ Art and design skills
- ▶ Paper Play
- ▶ Sculpture and 3D
- ▶ Make your mark
- ▶ Drawing

Foundation Subjects

History:

- ▶ How am I making history?
- ▶ How have toys changed?
- ▶ How have explorers changed the world?

Geography:

- ▶ What is it like here?
- ▶ What is the weather like in the UK?
- ▶ What is it like to live in Shanghai?

RE

- ▶ How did we get here?
- ▶ Why do we thank?
- ▶ How do we know they are special?

Class Mascot

- ▶ To enhance and support our Geography learning each class has been given a class mascot- Fox, Squirrel and Woodpecker.
- ▶ These will be sent home on a Friday with a family for the weekend with their own diary book.
- ▶ You don't need to do anything special on your weekend- just your usual- library, swimming lessons etc. You could take a few photos/ write a short entry into their diary about what they have done.
- ▶ You might go on a short break or to the seaside! If you have something coming up- let us know!



Year One Curriculum

Core subjects:

DAILY: English, Maths, Phonics, handwriting, reading

Once/week: Science, PSHE, RE

Foundation subjects: once a week, some subjects will alternate half termly.

PE

History/Geography

Art/Design and Technology

Computing

P4C

Music

PSHE

What do our lessons look like?

- ▶ We promote building lifelong learners with transferrable skills.
- ▶ All children learn at their own pace and in different ways. We encourage children to take ownership of their learning and be prepared to challenge themselves. Children will always be supported if they need more help or need to be challenged.

This is done by:

- ▶ Having high expectations for all.
- ▶ Following a lesson sequence to build on prior learning.
- ▶ Providing differentiated tasks, selected by the children.
- ▶ Engaging lessons with hooks.
- ▶ Targeted questioning for assessment.
- ▶ Scaffolded through word mats, manipulatives and interactive lessons.

Phonics



- ▶ 'Bug Club Phonics' is a synthetic phonics programme designed by British educators and experts to teach children how to read and write English, whether they are native speakers or learning English as a second language. Bug Club Phonics is proven to work and will give your child a reading age beyond their years.
- ▶ The programme covers all the key sounds (phonemes), that are needed to master reading and writing English. Children also develop pronunciation and vocab knowledge, and learn high frequency words that fall outside phonics such as /she/, /he/, /to/ etc.
- ▶ New sounds are not introduced in alphabetical order, and they are introduced quickly. This is so that children are soon able to read a range of easily decodable words and are independently reading their first 'real' book as early as possible.

Phase 2 and Phase 3

Phase 2

Sound Mat

s 	ss 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 	
h 	b 	f 	ff 	l 	ll 			

Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 



Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,
 Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,
 Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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Phase 5

Phase 5

Sound Mat

wh ph ay ey ea ie oe ew ew

ue ue aw au ir ou oy a-e e-e

i-e o-e u-e u-e

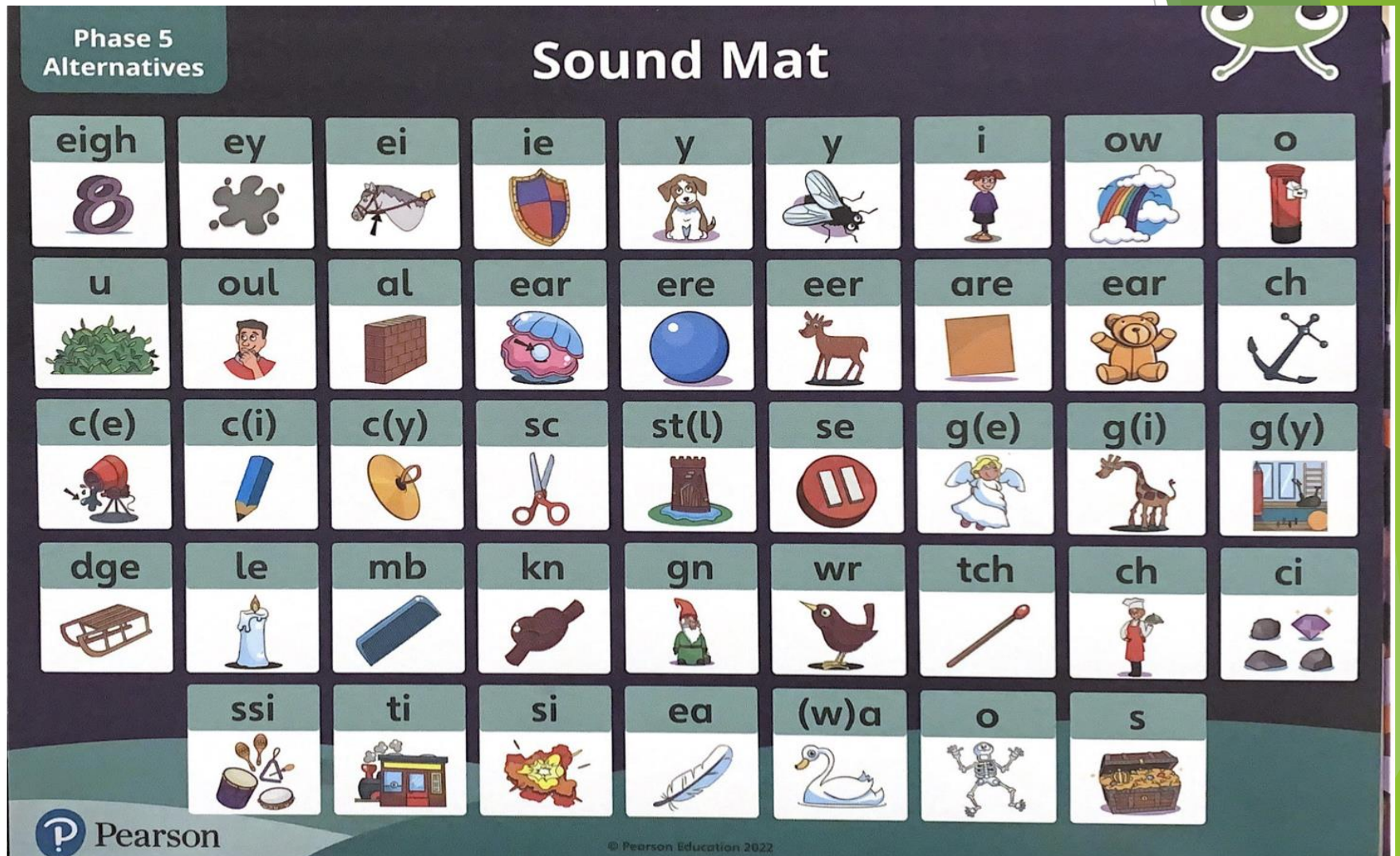
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Phase 5 alternatives

Phase 5 Alternatives

Sound Mat



eigh 	ey 	ei 	ie 	y 	y 	i 	ow 	o 
u 	oul 	al 	ear 	ere 	eer 	are 	ear 	ch 
c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	g(e) 	g(i) 	g(y) 
dge 	le 	mb 	kn 	gn 	wr 	tch 	ch 	ci 
ssi 	ti 	si 	ea 	(w)a 	o 	s 		

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Compulsory Words for Reading and Spelling in Year One

Year 1 Common Exception Words

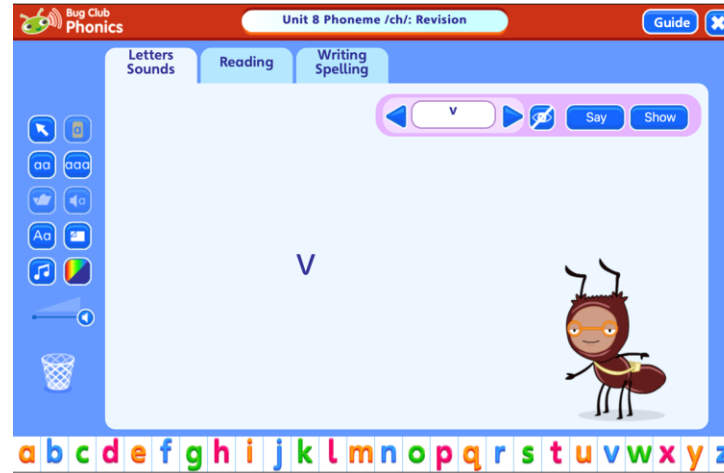
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be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Phonics Lesson- Step 1- alphabet song, Step 2 - revision, Step 3 - learning a new sound.



End of each Phase

ch	☐	chip	☐
ck	☐	beard	☐
ng	☐	bunden	☐
sh	☐		
ph	☐		
gh	☐		
ch	☐		
ck	☐		
ng	☐		
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sh	☐		
ph			



Phase 3 graphemes Phase 3 mark sheet

Date _____ Name _____

For a more detailed explanation of each section, see page 8.

Grapheme recognition

Ask the pupil to say each sound.

x	☐	how	☐
tu	☐	quiz	☐
i	☐	void	☐
k	☐	ring	☐
z	☐	boat	☐
y	☐	chip	☐
o	☐	beard	☐
u	☐	burden	☐
th	☐		
ng	☐		
ph	☐		
oa	☐		
igh	☐		
oo	☐		
oi	☐		
ot	☐		
ow	☐		
ur	☐		
or	☐		
oor	☐		

Reading: real words

Cover words and reveal them one at a time. Ask the pupil to read each word. They may sound words out first if they wish. Only accept the correct pronunciation.

how	☐
quiz	☐
void	☐
ring	☐
boat	☐
chip	☐
beard	☐
burden	☐

Reading: pseudo-words

Explain to the pupil that these made-up words are the names of some types of dragon. Cover the words and reveal them one at a time. Ask the pupil to read each made-up word. They may sound the words out first if they wish. Any acceptable variations are explained here.

zing	☐
zop	☐
mus	☐
noob	☐
foos in feed or food	☐
leth	☐
thot	☐
zh-as in then or this	☐
garm	☐

Next steps

Many children in Reception are unable to blend words, and this is not usually a cause for concern as most children will naturally develop this skill as they continue to learn to read. If you feel that a pupil is struggling to blend words, you could stop the test after the first few words and come back to it later once the pupil has had time to consolidate their knowledge. If a pupil appears to be falling behind his or her peers, you should keep the child in the whole-class teaching sessions and also provide extra catch-up work.

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Year One Phonics Screening Check

- ▶ 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 your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.
- ▶ There are two sections in this 40-word check, 20 real words and 20 alien words(nonsense words).
- ▶ We prepare children throughout the year by practising reading real and alien words in phonics lessons.
- ▶ More information to follow in parents' phonics workshop.

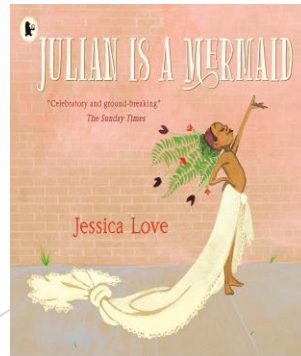
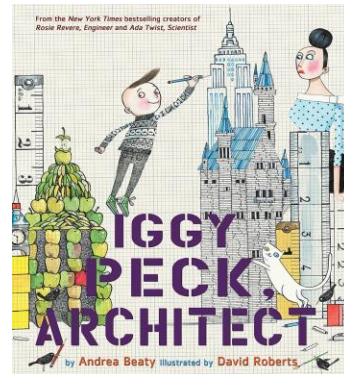
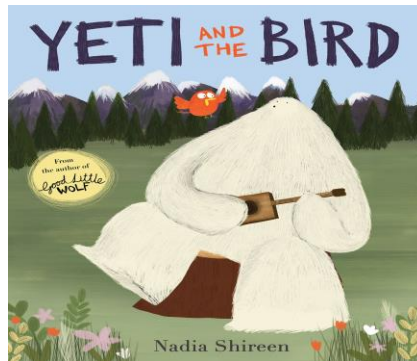
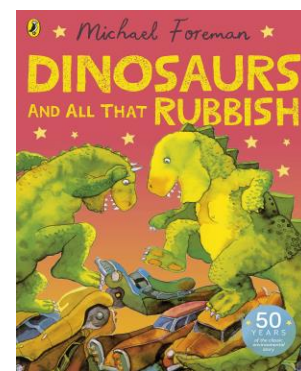
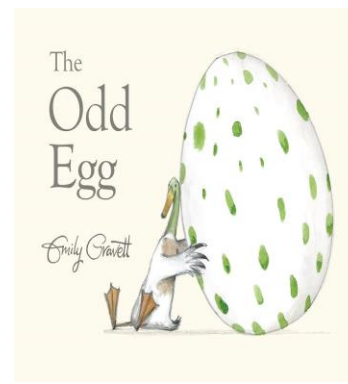
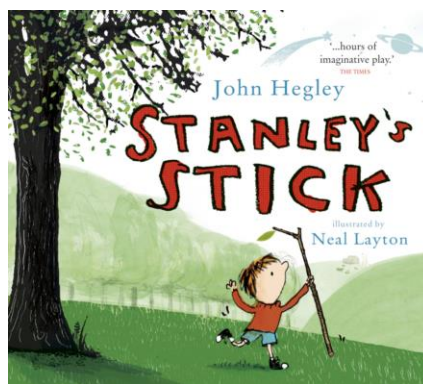
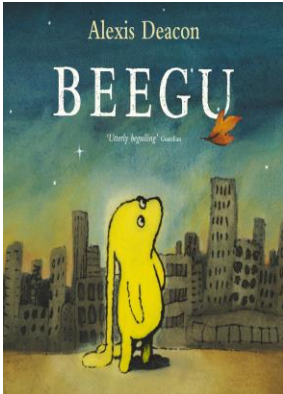
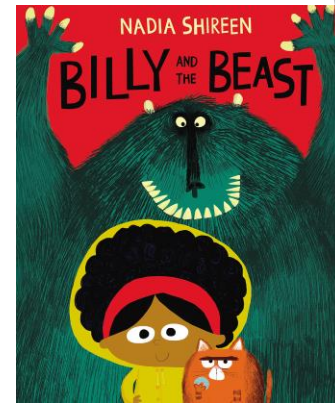
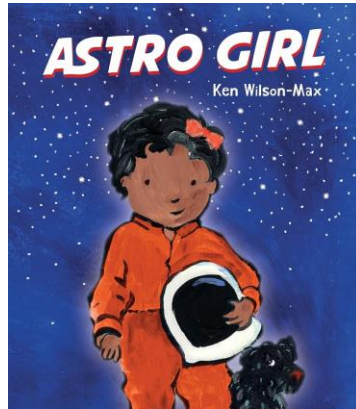
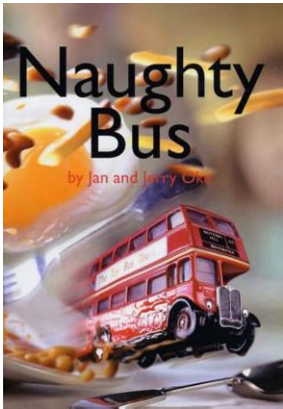


English Curriculum



- ▶ The Literary Curriculum is a complete, thematic **approach** to the teaching of primary English that places children's literature at its core.
- ▶ The Literary Tree Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning
- ▶ The key texts are carefully selected. They are high-quality texts from significant authors. They are relevant and diverse.
- ▶ Children are taught to become critical readers and creative authors themselves

Key Texts



English: reading and writing

Daily Reading

- ▶ Shared reading
- ▶ Guided reading
- ▶ Individual reading
- ▶ Paired reading

Daily English lesson

- ▶ Drama/Role-play/freeze frames/ hot seating
- ▶ Storytelling
- ▶ Shared writing
- ▶ Independent writing
- ▶ Cross-curricular writing

SPAG skills will be taught through the daily English session.

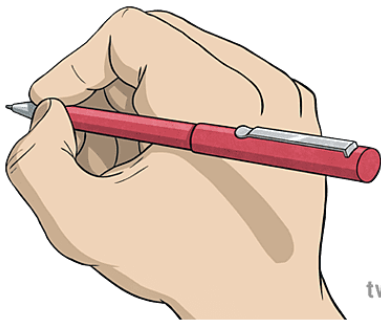
Daily English Lessons

- ▶ Each unit has a carefully chosen high-quality core text.
- ▶ Four English lessons a week with SPAG discretely taught throughout the lessons. Spelling seeds will be taught on a Friday.
- ▶ There are other related texts may be used alongside the core text for children to learn about making connections, inferences and development understanding of author's writing styles.
- ▶ There is big emphasis on book talk, which helps children to develop their vocabulary and comprehension skills.



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Writing Expectations in Year One



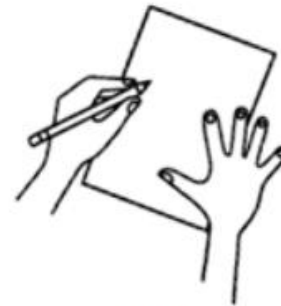
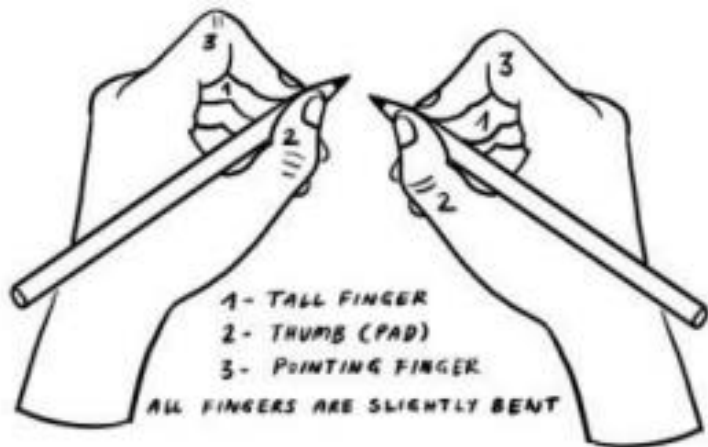
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- ▶ Children should use tripod pencil grip when holding the pencil. They should sit at desk with good posture when writing. Children who found tricky to hold a pencil can use a triangular pencil or a pencil grip.
- ▶ Children should form lower cases and capital letters correctly. The letters should be clear to read by themselves and others.
- ▶ Children should use all learnt phonics sounds in their writing.(phase 2 -phase 5)
- ▶ Children should use finger spaces, capital letters and full stops in the correct places, consistently.
- ▶ Children will be encouraged to write independently. They should start developing writing stamina. By the end of year One, they should be able to produce one page of writing in one writing session, (approx. 30 minutes).
- ▶ Children are encouraged to re-read their work to check that it makes sense and make necessary changes.
- ▶ Children should be able to extend their writing using a variety of adjectives, conjunctions, different sentences openers and a range of punctuation, including full stops, questions marks and exclamation marks.

A B C			Read
capital letters	finger spaces	full stop	read it again

☐		☐		☐		☐		☐	
	Transpalmar Grasp (ages 1-2)		Thumb Wrap Grasp		Interdigital Brace Grasp		Four Finger Grasp (ages 2-4)		Index Grasp
☐		☐		☐		☐		☐	
	Thumb Tuck Grasp		Static Quadrupod Grasp (ages 3-5)		Static Tripod Grasp		Dynamic Tripod Grasp (ages 5-7)		Other

Finger positioning using the tripod grip:



Paper positioning for left-handers:

Paper positioning for right-handers:

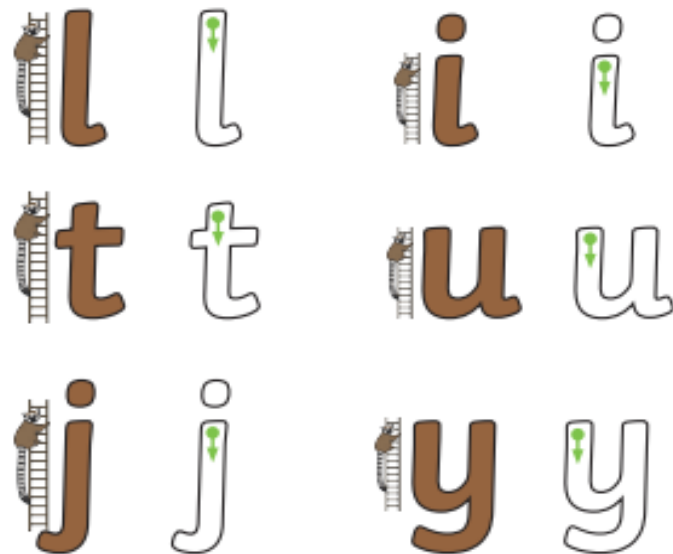


Letter formation

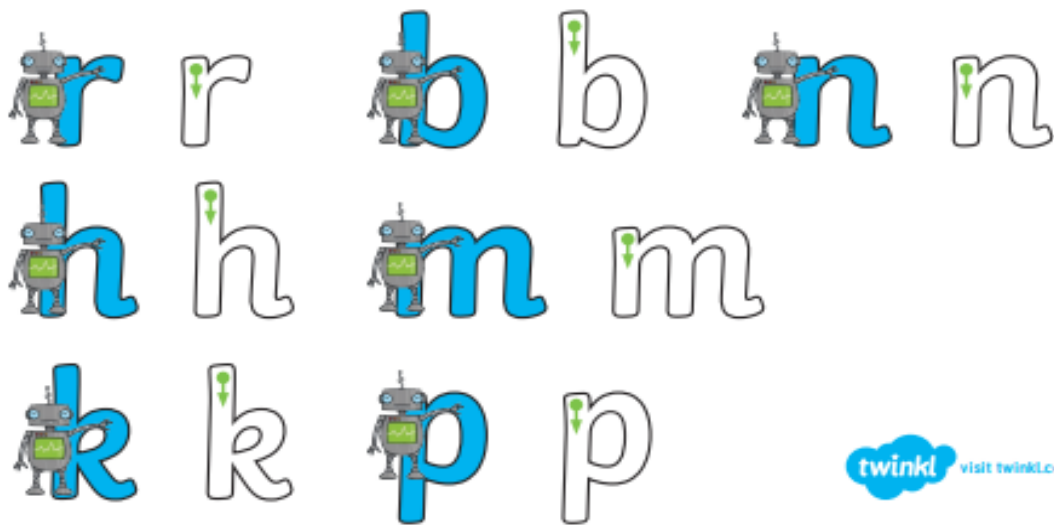
Curly Caterpillar Letters



Ladder Letters



One Armed Robot Letters



Zigzag Monster Letters



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

Children in Year One will continue to learn the print font at the beginning of the year.

For those children struggling with forming letters correctly, there is a huge emphasis on:

- *developing fine motor control through ‘**Funky Fingers**’ activities.

- *Developing the correct letter formation, size of the letters and spacing between them.

Pre-Cursive

- Once children can consistently form print letters correctly, they will start learning pre-cursive letters.
- Pre-cursive letters have a lead-in and lead-out. It will help children to join letters up once they are ready.
- We use a handwriting scheme called letter-join to teach handwriting. There will be resources parents can use to help your child at home. More information to follow.

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

Funky Fingers



End of Year One Writing Expectation

Year 1 Expectations: Transcription

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Expectations: Composition

- 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
- Leave spaces between words
- 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 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing

SPAG

What is SPAG?

- ▶ SPAG stands for Spelling, Punctuation and Grammar. It is a core focus of the English National Curriculum released in 2014.

Why is SPAG so important?

- ▶ We need to use Standard English to communicate effectively.
- ▶ Using incorrect punctuation, grammar and spelling can change the meaning of sentences whether spoken or written.
- ▶ Children need to use accurate SPAG to progress in life and build careers.

SPAG lessons:

- ▶ One SPAG focused lesson
- ▶ Grammar and punctuation:
- ▶ Weekly spelling test

Spelling

- ▶ Spelling words will be sent out every half term. Please see Spelling book.
- ▶ Spelling words include regular decodable words and irregular words (tricky words).
- ▶ Children should learn to read and spelling these words.
- ▶ Spelling quiz on every Friday.
- ▶ Please use Look, say, cover, write and check method to help your child with learning how to spell.

- ▶ Challenges:

Can they use these spelling words in a sentence?

Can they think of any other words with the same spelling rules? e.g, *happy*, *muddy*, *slippery*

Learning how to spell

look



say



cover



write



check



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

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 schwa 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

Opportunities of Reading in Year One

- ▶ **Independent reading:** children read on their own during transition and during afternoon reading sessions.
- ▶ **Group guided reading:** a group of 6 children with similar reading level will read with the class teacher or TA focusing on different objectives in each session.
- ▶ **1:1 reading:** some children will read with the class teacher or TA in 1:1 basis.
- ▶ **Story Time:** daily story time promoting reading for pleasure

Reading Levels

Book Band Colour	Reception	Year 1	Year 2
Lilac	Phase 1		
Pink	Phase 2		
Red	Phase 3		
Yellow	Phase 4		
Blue		Phase 5	
Green		Phase 5	
Orange		Phase 5	
Turquoise			Phase 6
Purple			Phase 6
Gold			Phase 6
White			
Lime			

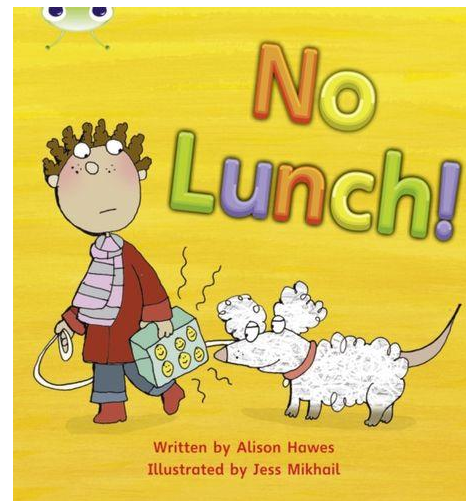
Reading Skills Developed in Year One

Skill Area	Strands within Skill Area
Literal Comprehension (LIT)	Literal Comprehension (LIT) Sequencing (SEQ) Information Retrieval (IR) Accuracy (ACC)
Inference (INF)	Making Inferences (INF) Predictions (PRED)
Responding to the Text (TR)	Personal Response and Evaluation of Text (PRS) Performance (PERF)
Language for Effect (LFE)	Literary Language (LANG) Vocabulary Development (VOC)
Themes and Conventions (TAC)	Range of Texts (RGE) Text Structure (STRC)

Home Reading



- ▶ Physical phonics reading books are sent home every Friday.
- ▶ Bug club books matching your child's reading level are assigned to your child's account.
- ▶ Share story books with your child.
- ▶ Encourage reading all around you, e.g signs, packaging, TV etc.
- ▶ Read any other books you have at home, e.g magazine, chapter books etc.
- ▶ Log your reading on Boom Reader app and comments.



Boom Reader

- ▶ Online reading record
- ▶ One colour band reading book and one library book are sent home on Friday.
- ▶ Please log the reading book and write comments about your child's reading on the 'Boom Reader' app. Your child's class teacher will record comments about in school reading too.



Monitoring of Home Reading Class teachers will monitor your child's reading using Bug Club and the Boom Reader app.

End of Year One Expectation in Reading - Orange band as expected

Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- 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 with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

GO ALL IN.

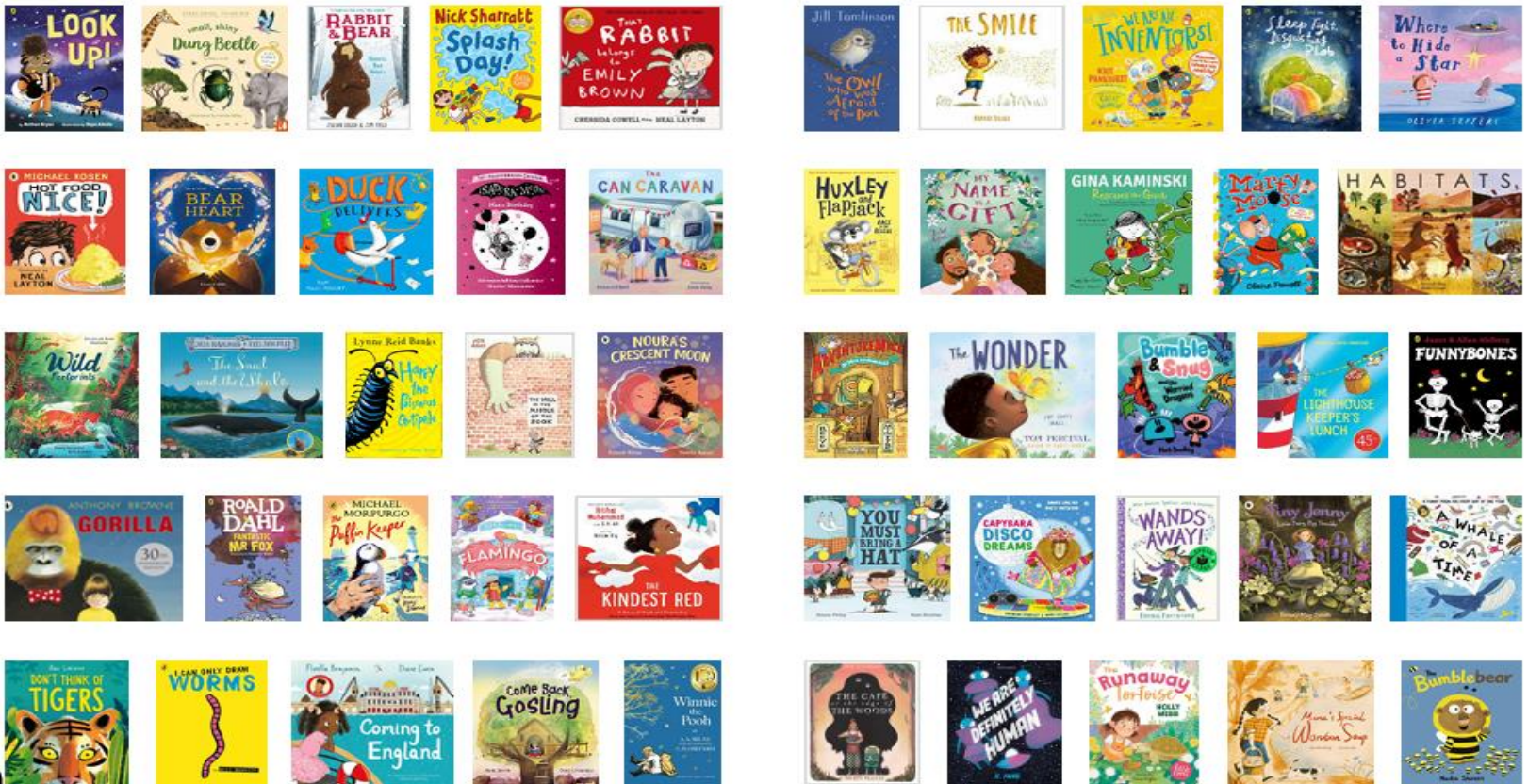
National Year of Reading 2026



Year 1 (ages 5-6)

2026-2027 Booklist

50 Recommended Reads



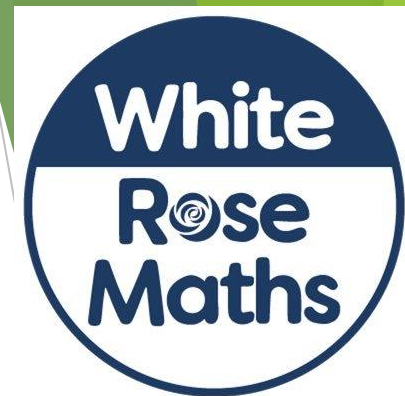
SCAN ME

Or visit www.booksfortopics.com/year-1
to find the online booklist, book pack, reviews and resources

Find booklists by age or topic at booksfortopics.com

Books
forTopics

Maths in Year One



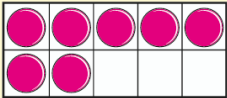
We follow White rose Maths scheme at our school from Nursery to Year 2.

- ▶ **White Rose Maths** scheme of learning outline yearly frameworks that break down what children need to learn during each week of each term to **master** the learning objectives laid out by the National Curriculum. And resources that are aligned with the White Rose Maths frameworks are designed to be **enjoyable, engaging and varied**, to help pupils develop a **love of learning** and work towards **mastery with differentiated resources**.
- ▶ ***“Everyone Can Do Maths: Everyone Can!”***! is their motto!
- ▶ Their mission is to support primary school teachers and parents all over the UK in helping children work towards maths mastery and change attitudes towards this subject, encouraging a **growth mindset** in both teachers and learners.
- ▶ Adopting a White Rose Maths approach to teaching means making sure **all children have the same opportunities to learn** and the support they need to fully grasp concepts.
- ▶ The philosophy behind White Rose Maths also focuses on **making maths fun** for children and helping them to find **enjoyment in number problems**. Because when children are engaged in learning and enjoying maths, **that’s when lessons really sink in** and **deep learning** happens.

White Rose Parent Booklets



3 How many counters are there?



4 Circle the number three.

1 3 4 6

Circle the smallest number.

5 2 4 3

5 Fill in the missing numbers.



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6 Complete the sentences.

1 more than 3 is

1 more than is 8



7 Complete the number sentences.

5 is greater than

< 6



Is there more than one answer?

Parent resources | Maths workbooks |
White Rose Education

Coverage

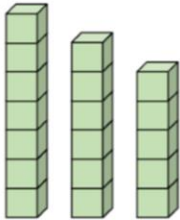
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction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

Structure of Lessons

Reasoning Starter

True or False? Count, read and write backwards from any number 0 to 10.

The towers go down by 1 each time.
The next tower of cubes will have 4 cubes.



7 6 5

White Rose Maths

Reasoning and Problem Solving

Alex is counting.



9, 8, 7, 6, 5

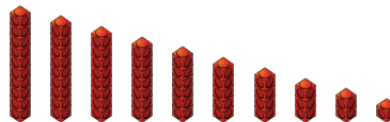
How do you know that Alex is counting backwards?

Alex is counting backwards because the numbers are getting smaller.

Children could show this using concrete manipulatives.

Varied Fluency

- Write the numerals to match the cubes.
Can you describe the pattern?



- Complete the number tracks.

10		8	7	6			3	2	1
----	--	---	---	---	--	--	---	---	---

ten	nine	eight		six		four	three	two	
-----	------	-------	--	-----	--	------	-------	-----	--

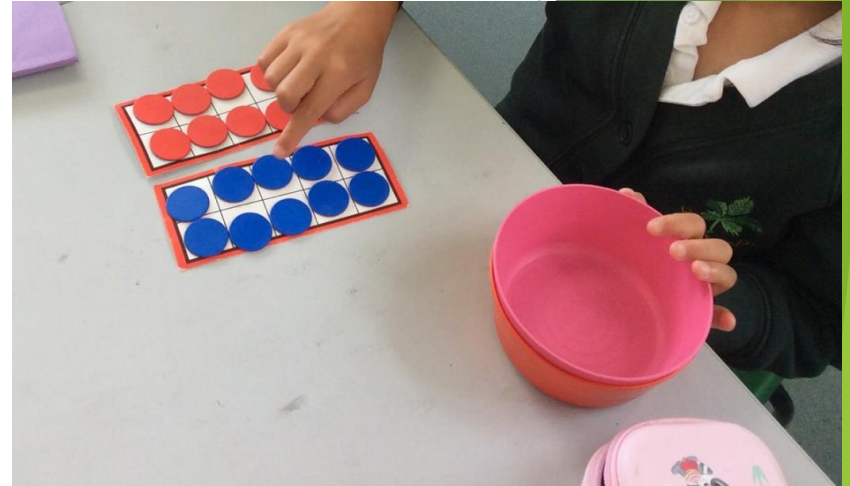
- Fill in the empty boxes.

6	5		3		1	

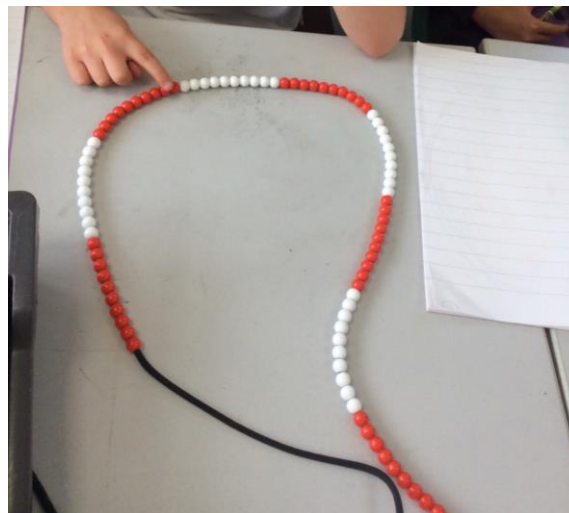
Examples of Practical Maths



Numicon



Ten frame and
counter



Bead string

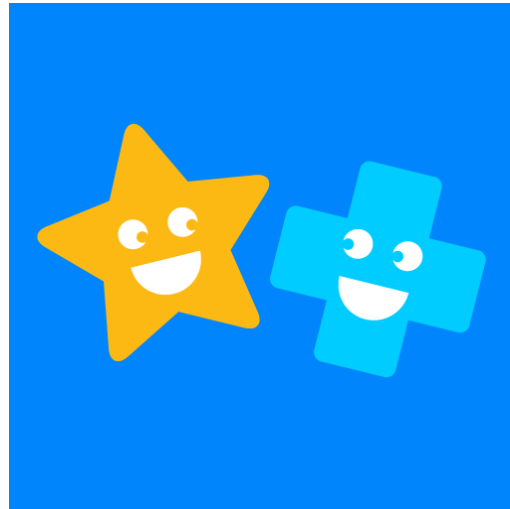
Foundation in Maths

Early Counting Skills include

- ▶ Knowing the number names in order
- ▶ 1:1 counting skills
- ▶ Recognising that the number associated with the last object touched is the total
- ▶ Recognising that if a group of objects is counted and rearranged the number of them stays the same
- ▶ Counting out a number of objects from a larger set, knowing when to stop counting.
- ▶ Counting in steps of 2, 5 and 10, recognising patterns such as odd and even
- ▶ Understanding the place value of numbers to and beyond 100

Doodle Maths

- ▶ Every child has a Doodle Maths account
- ▶ Doodle Maths is trained to identify the gaps in your child's mathematical understanding and support their fluency development of key instant recall facts
- ▶ We monitor Doodle Maths and award the Top Doodler in each class and year group.
- ▶ **Using Doodle for 10 minutes a day is proven to double a child's rate of progression**



End of Year One Expectation in Maths

Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: $5 = 8 - \square$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

Year 1 Expectations: Measurement and Geometry

- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and oblong
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o'clock' and half past the hour

How to help Maths Learning at home

Weekly newsletter

- ▶ To consolidate your child's Maths learning, you can follow up at home by practicing the skills to be learnt.

- ▶ Daily Maths learning:

Encourage your child to orally count forwards and backwards. Show them all the different places where Maths is needed e.g., shopping, cooking, time etc. Create Maths related real problems in daily life and use Maths knowledge and skill to solve these problems.

- ▶ Weekly Maths Key Instant Recall Facts (KIRFS)

Weekly Fact Fluency Fact recall questions will be sent out on a Monday. Maths quiz will be on every Friday.

- ▶ Number Blocks

Watch Number Blocks on Cbeebies.



PE

- Children should come to school in their PE kit
- It should include the items below.
- Earrings should be removed on PE days.
- Squirrels - Monday
- Woodpeckers - Tuesday
- Foxes - Wednesday



Newsletter



Sent out on Friday



Reminders of key dates and events



Brief outline of weekly learning for all subjects



Useful links will be suggested



Homework will be outlined

Links with Parents and Carers

- ▶ Parent Teacher Consultation Meetings

Parent Curriculum Meetings: Phonics, Reading, Maths, Phonics Screening

- ▶ Nativity

- ▶ Country Dancing

- ▶ Sports Day

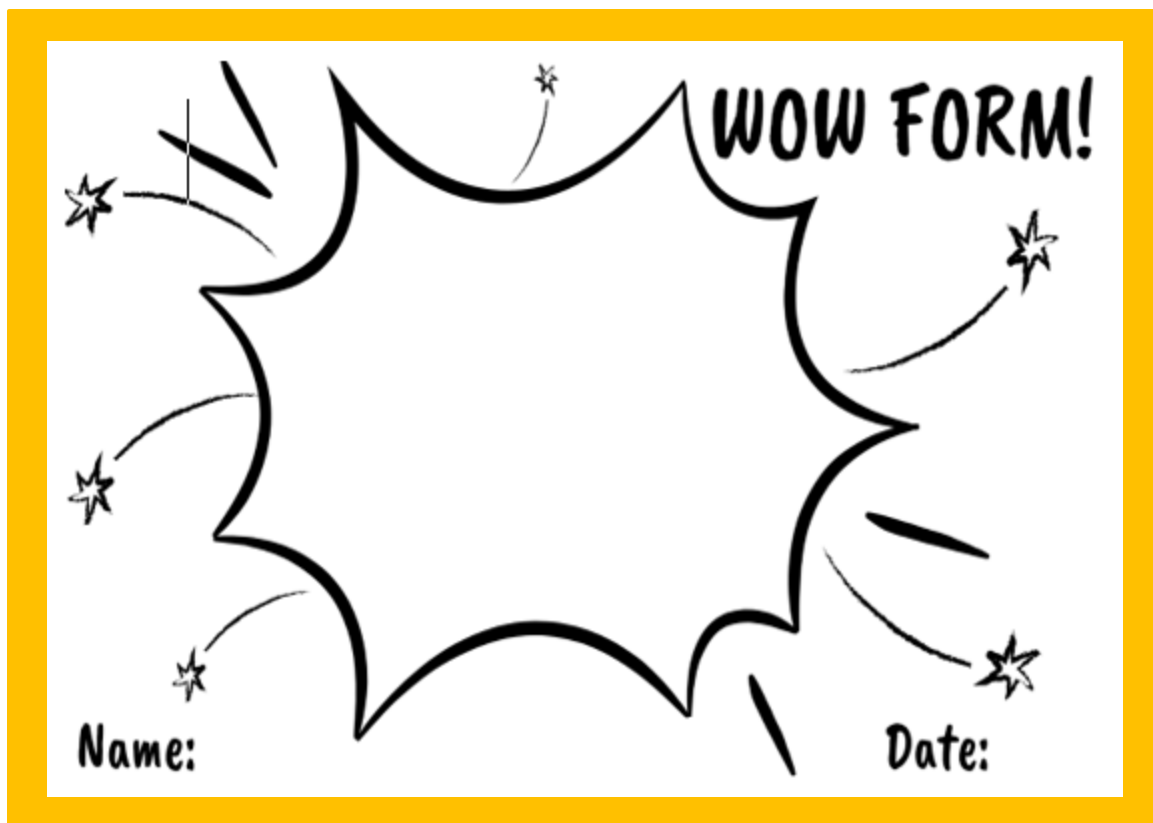
- ▶ Trips

- ▶ Parent Teacher Association- Please support FODWIS activities

WOW Form

The Wow Form is an opportunity for parents to tell us about their child's achievements at home.

Please return completed forms so we can celebrate at school the things your child does well at home.





- Say well done and tell them you are very proud!
- Ensure your child has the best possible attendance at school.
- Promote our characters of learning.
- Support your child with any homework tasks.
- Read as much as possible to and with your child and use Boom Read to log the reading.
- Read the weekly newsletters.
- Talk to your child about what they have learnt at school. You can get some ideas from reading the newsletter.
- Communicate with us and send any questions or queries through to office admin email.

Any Questions?

