



‘A unique family in faith, love and learning.’

Meet the teacher

Class Information

Year 1

Staff in Y1

- Miss Gibbons – T
- Miss Greenall – T
- Mrs Robinson – TA
- Coaches for PE – Monday (am) and Tuesday (pm).

There will be a half termly newsletter posted on the school website to provide you with information on what is happening each half term.



Newsletters

Routines

PE days – Monday and Tuesday

Children will need to come to school on these days wearing their PE kit.

PE kit - long track suits bottoms / shorts / leggings (navy or black). PE top and school jumper. No earrings to be worn on PE days – this is health and safety.

Trainers to be worn to school on Monday and Tuesday until further notice. Pumps to be kept in school.

Homework

- Homework will be set on a Friday and due in the following Wednesday.
- Maths homework will always be linked to work carried out in class that week.
- Spelling Shed homework will always be linked to the sound your child has learnt in class that week
- Daily reading. Library books are also taken home and can be changed on a Wednesday.
- All passwords will be sent home for the children to keep safe and use when needed.
- It is not expected that your child spends hours on a piece that they are struggling with. No more than 1 hour is expected.

Online Resources

- Spelling Shed allows the children to practice building words using the sounds they have learnt. The children can complete this independently once familiar with the program, so we recommend your child completes this as much as possible.
- Purple Mash is a great resource that has a range of activities from all areas of the curriculum.

Passwords

Don't panic if passwords are lost –
there is a master copy held in
class.

Expectations

Read and spell a majority of Y1 common exception words.

Daily reading – fluency and expression should improve rapidly. Find evidence in the story to answer questions.

Start to spot mistakes in writing and edit with the help of an adult.

Spelling expectations

The Y1 spelling list will be sent home. Learn to read and spell any that are not highlighted/ticked.

Daily spelling lessons in class. Use Spelling Shed at home to embed learning.

Spelling errors are highlighted in yellow. Children use phonics charts and CEW chart to correct themselves.

Morning Fix it time



- Pupils will be expected to look at a previous piece of work and make necessary improvements. This is a valuable exercise and encourages pupils to self-edit and improve work.
- It is therefore essential that your child is punctual to school in the morning or this time for editing and improving will be lost.

Attendance

- Attendance is always a big focus, and we encourage you not to book holidays in term time as valuable learning is missed. Government guidance has changed on this, and more penalties put in place as directed by the government.
- Sky High Attendance continues to be a great success. The class with the best attendance each week will be announced during Friday's Awards Assembly and the winning class will be given 5 extra minutes of playtime for one day the following week. This will lead onto a termly and yearly reward.

Behaviour Expectations

- We have a very comprehensive whole school rewards and sanctions system in school.
- The children from Y1 to Y6 fully understand the system.
- Teachers are consistent with their approach and use it effectively too.

Rewards

- Rewards include dojos, stickers and prizes. All children from Y1 to Y6 work towards receiving **Golden Time** at the end of the week on a Friday afternoon.

Sanctions

We are currently reviewing our Behaviour Policy and our sanctions will be updated. This will be shared with children and parents before introduced so that we can work together to ensure the highest level of expectations

Assessment

- Children will be assessed in reading, writing and maths each term.
- Children are continuously informally assessed in class to ensure the work set for each individual is at the right level of challenge.
- Children will also undertake the Phonics screening this year.

Assessment – Phonics Screening Test

- Children will undertake a Phonics screening in the summer term.
- There will be additional information provided about the Phonics screening Test later in the year.

Internet Safety

- In school we have internet / online safety lessons.
- NSPCC has advice on how to set up parental controls and how to talk to your child about staying safe online.
- www.nspcc.org.uk
- Online safety advice for 6 to 10 year olds.
- www.internetmatters.org

Year 1 Maths Expectations

End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ❑ Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. ❑ Given a number, identify 1 more and 1 less. ❑ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ❑ Read and write numbers from 1 to 20 in numerals and words.	Sufficient evidence shows the ability to: ❑ Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. ❑ Represent and use number bonds and related subtraction facts within 20. ❑ Add and subtract one-digit and two-digit numbers to 20, including 0. ❑ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	Sufficient evidence shows the ability to: ❑ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Sufficient evidence shows the ability to: ❑ Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. ❑ Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	
Sufficient evidence shows the ability to: ❑ Compare, describe and solve practical problems for: ➢ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➢ mass/weight [for example, heavy/light, heavier than, lighter than] ➢ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➢ time [for example, quicker, slower, earlier, later] ❑ Measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) ➢ recognise and know the value of different denominations of coins and notes ➢ sequence events in chronological order using language [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.	Sufficient evidence shows the ability to: ❑ 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].	Sufficient evidence shows the ability to: ❑ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

Year 1 Writing Expectations

Year 1		Writing	
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... - Write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. - Spell most common exception words in the YR 1 spelling appendix. - Recognise and spell a set of simple compound words. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. - Name the letters of the alphabet in order.	Handwriting Evidence: - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly.	Composition: structure and purpose Sufficient evidence shows the ability to... - Compose sentences orally before writing; talk about where the sentence begins and ends. - Attempt to write appropriately to the task. - Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. - Compose orally and write simple poems. - Re-read writing to check it makes sense. - Discuss own writing with others; make simple changes where suggested.	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... - Write sentences or sentence-like structures which can be clearly understood. - Often use 'and' to join words and clauses. - Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. - Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Sometimes include adjectives for description. - Begin to use some features of Standard English e.g. I did.

Y1 Reading Expectations

1. Enjoying my reading:

I enjoy listening to a range of stories, poems and non-fiction read to me. I enjoy reading different books and talking about them.

2. Reading words:

I can use phonics to sound out and blend new words. I can read tricky words and words with one or more syllable, including common exception words. I can read words with –s, -es, -ing, -ed, -er and –est endings. I can read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.

I can read accurately books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.

3. Exploring Language:

I can talk about meanings of words. I can find words with similar meanings.

4. Recounting and Summarising:

I can retell a familiar story e.g. traditional tales and fairy stories. I can identify the beginning, middle and end of a story. I can tell you about what I have read.

5. Making Inferences:

I can find clues in what has been said and done. I can make predictions based on clues from the text.

6. How do writers make you feel?

I can explain how the storyline and pictures make me feel.

7. Comparing with my other reading:

I can identify similarities and differences between stories.

8. Learning by Heart:

I can recite some poems and rhymes, including nursery rhymes. I can use actions to learn simple texts off by heart.

9. Identifying features and conventions in text:

I can recognise and join in with repeated patterns and phrases. I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter.

10. Talking about my reading:

I can link what I have read to my own experiences. I can talk about stories I like and listen to other children's views. I can describe my favourite parts of a story. I can explain my understanding of a book that is read to me.

Y1 Non-statutory guidance

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.

Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Snacks

- Children can bring a small, healthy, nut free snack into school to eat a break time.
- Fruit and/or vegetables are provided for children to enjoy at school.



Your support
is always
appreciated.

Thank you for
reading.