

Year 1 Expectations



Statutory assessment at the end of Key Stage 1 no longer exists.

However, the National Curriculum has not changed and therefore the expectations remain the same.

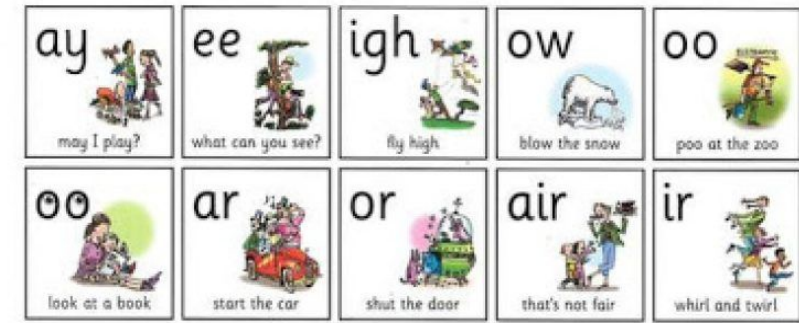
Throughout their time in school children are assessed. These assessments enable us to monitor the progress made and put in place interventions for those children who are not making the expected progress.

Our aim is to ensure that all children achieve their potential and that we equip them with the necessary skills and knowledge to move onto the next stage of their learning journey.



Phonics

Speed Sounds Set 2



Speed Sounds Set 3

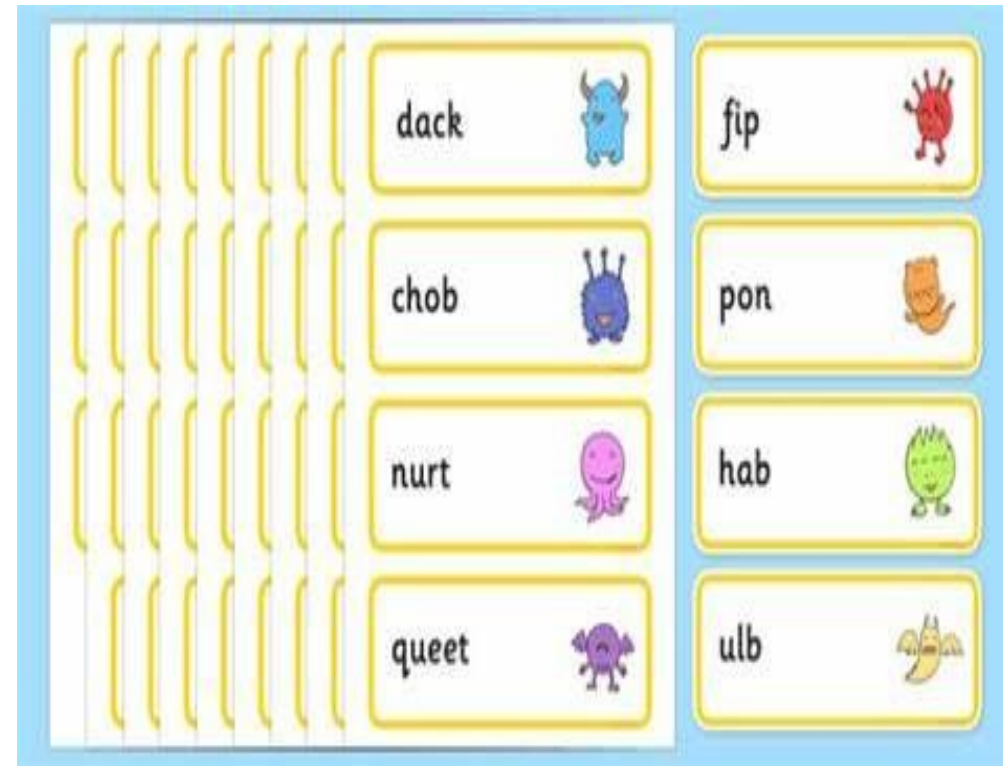
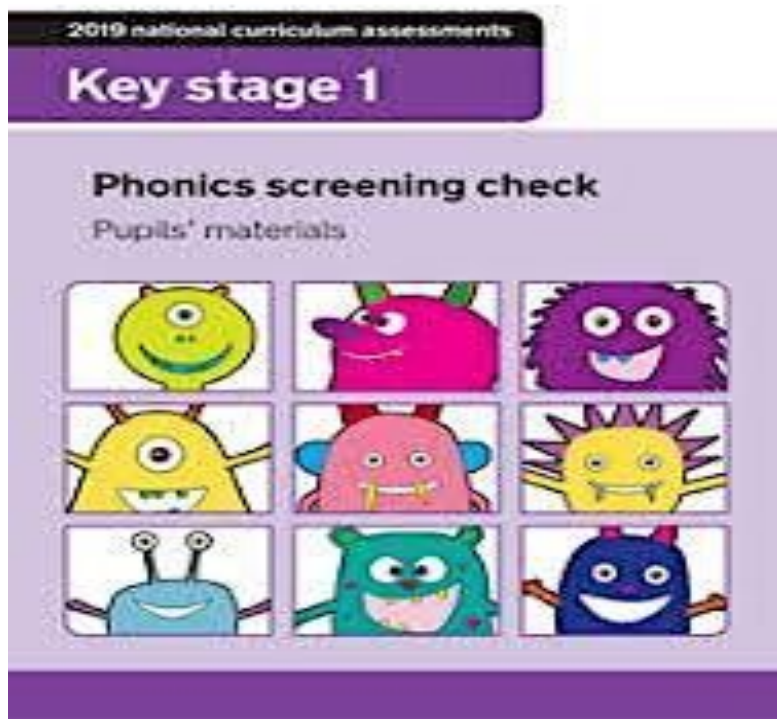




- Follow Read Write Inc for phonics which is one of the Government approved schemes.
- Children receive 20 minutes daily sessions in small groups.
- Phonics groups are based on assessments and reviewed several times during the year.
- Majority of children are currently securing Set 3 Sounds.

Phonics Screening

- Phonics Screening will take place in June
- Phonics Screening Meeting will be held on Wednesday 1st May at 9:00am and 6:00pm which will provide further details.



Reading

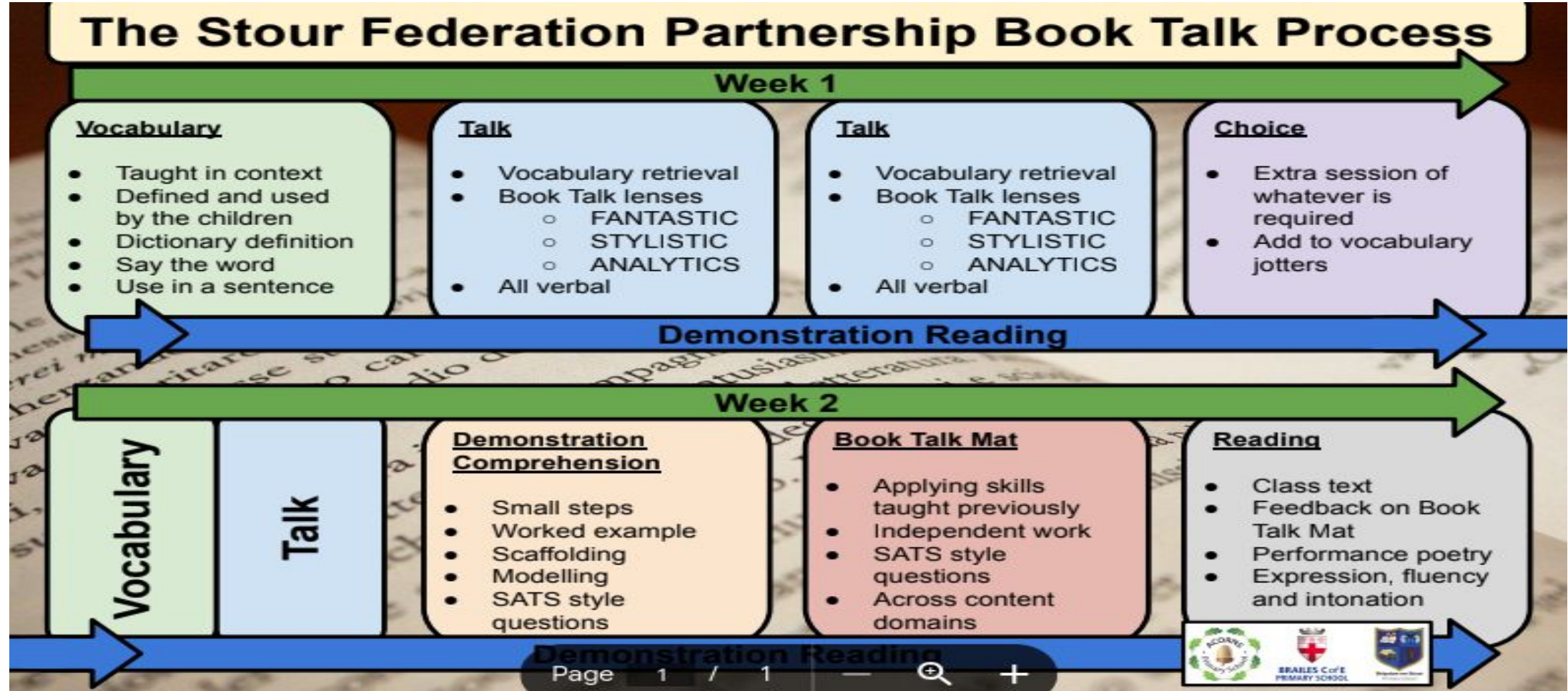
- Home reading book is carefully matched to the phonics that have been taught.
- Home reading book should not contain any sounds that have not been taught.
- Children should only have to sound out a small number of words. If children are sounding out every other word the book is currently too difficult.
- Home reading is all about building confidence and fluency. It allows the children to practise what they have been taught in school.

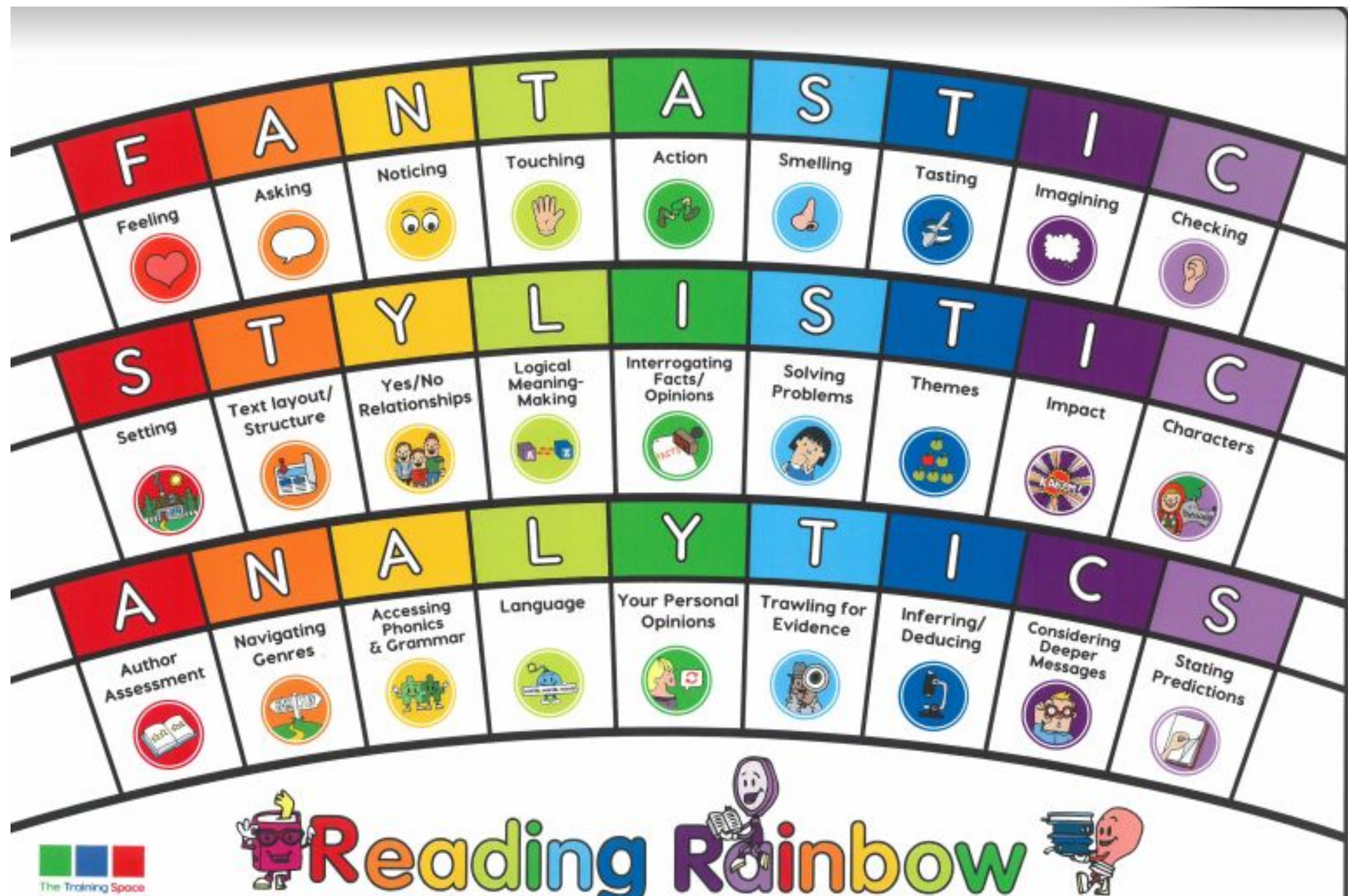
Reading



- Please record on Boom Reader when you hear your child read.
- It is important that once your child has finished their reading book you not only add the page number, on the next page you also have to click the button to say the book has been completed.
- Boom Reader is not just for the home reading book please record other books your child has read at home.

Reading





Reading

The other side of reading is comprehension. We follow the whole school reading process which is based on Book Talk. This involves reading/listening to text, discussing and exploring the vocabulary used and looking at the text through the different reading lenses.

Thursday 21st December 2023

Book Talk Mat - The Christmas Pine.



Number these pictures in order of the story.

☐☐☐

Is this book fiction, non-fiction or poetry? Why do you think that?



Which of these words means “a place that is far away”?

- whispering
- grew
- gaze
- distant

By the end of Year 1 children should be able to read with fluency and understand what they have read.

We teach the children to:

- Apply their phonic knowledge when reading.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and est endings
- Have a sight vocabulary matched to the words in the NC
- Read other words of more than one syllable that contains GPCs.
- Read words with contractions, for example I'll, I'm, and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that does not require them to use other strategies to work out words.

Comprehension

We teach the children to:

- Listen to and discuss a wide range of poems, stories and non fiction at a level beyond that at which they can read independently.
- Link what they have read or hear read to their own experiences.
- Be familiar with key stories, fairy tales and traditional stories, retelling them and consider their particular characteristics.
- Recognise and join in with predictable phrases.
- Appreciate rhymes and poems, and to recite some by heart.
- Discuss word meaning, linking new meaning to those already know.
- Check that the text make sense to them as they read and correct inaccurate reading.
- Discuss the significance of the title and events.
- Make inference on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.

How to help your child.

Listen to your child read.

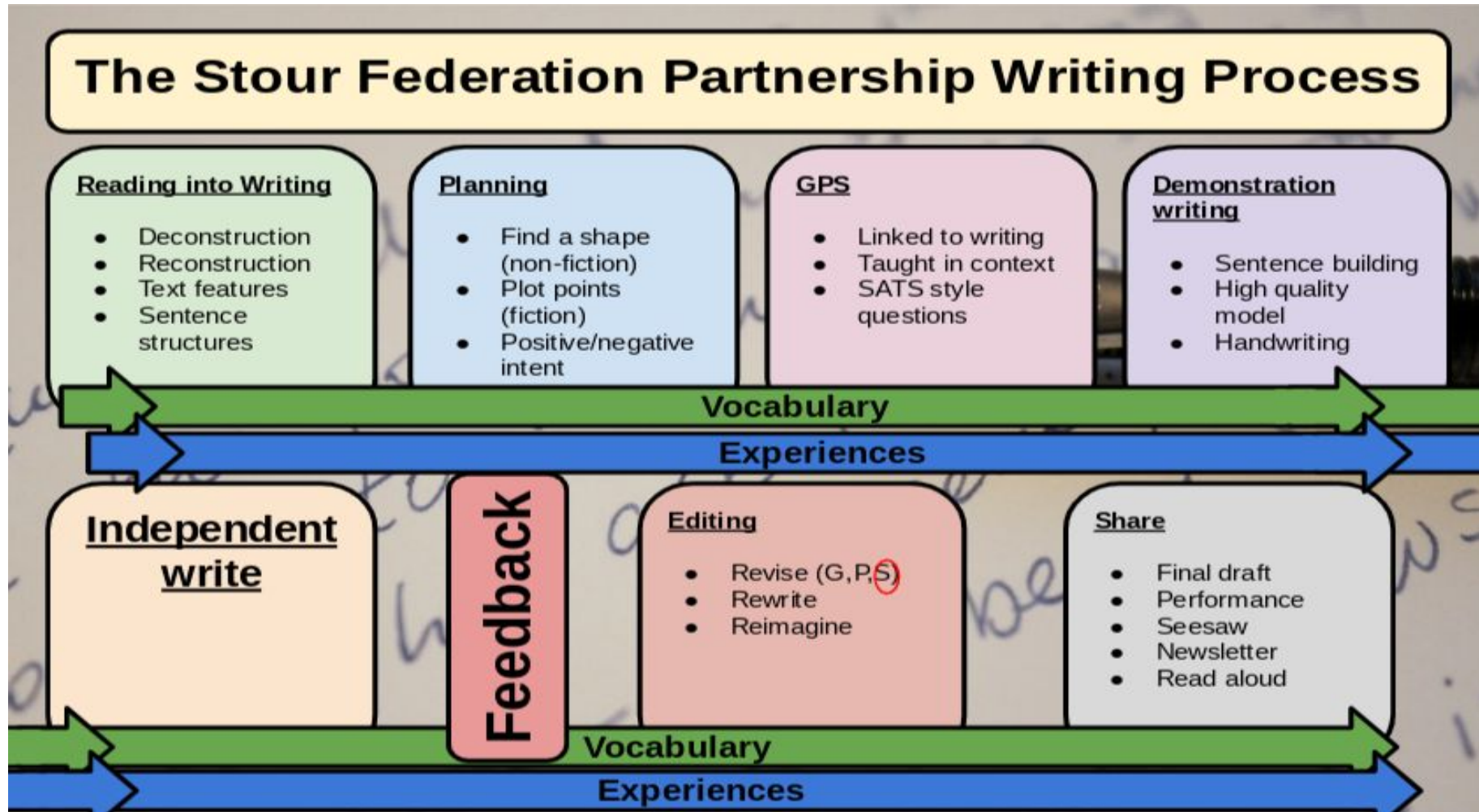
If your child is a reluctant reader please don't give up. Instead read to your child, read their home reading book to them first. Make mistakes when you read - do they spot them? Children often then start to join in.

Read other material not just the home reading book.

Visit the local library.



Writing



Writing

We follow the whole school writing process, this involves looking at reading into writing, drama, looking at the structure of the text type, grammar, punctuation and spelling, gathering ideas, modelling writing and the children having a go.

Often children struggle with the spelling of unfamiliar words, in school we encourage the children to apply their phonic skills and to use their Fred Fingers. It is acceptable for the children to make plausible phonological attempts - for example writing “ay” instead of “ai”.

It is important for the children to rehearse their sentences before writing, this allows the child to hear the beginning and end of the sentence and allows them to check if their sentence makes sense.

Handwriting

Each morning the children complete either a handwriting or fine motor activity.

Handwriting is linked to either phonics or common expectation words.

Important that children hold their pencil correctly and sit correctly.

Children must start and finish their letters in the correct place.

Letters must be to the correct size and height - including capital letters. It is not unusual for a child to form a correct capital letter but to write it small - for example B and G

By the end of Year 1 children should be able to :

- Write a story or retell events.
- Demarcate **most** sentences correctly with full stops, capital letters, question marks and exclamation marks.
- Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.
- Use simple coordination to join clauses.
- Use the spelling rules for adding the suffixes -s or -es, -ing, -ed, -er and -est where no change to the root word is needed.
- Form all **letters** and **numbers** correctly and of the correct size in relation to each other.

How to help your child.

Encourage your child to write at home and there are lots of opportunities that can be fun and informal.

For example:

thank you cards

postcard

shopping lists

birthday list

invitations

place name for the table

The Stour Federation Maths Process

Retrieval Practice

- Retrieve a skill previously taught that will be used in the lesson
- Retrieve yesterday's learning objective

Clarify

- Explicit, high quality modelling
- New vocabulary introduced
- Worked example, backward fading and your turn
- Connections made to previous learning
- Address misconceptions

Practice

- Deliberate practice
- Purposeful practice (also known as varied fluency)
- Address misconceptions
- Scaffolding given to offer support

Extend

- Explicit, high quality modelling of reasoning and problem solving
- Provide worked examples
- Taught in contexts
- SATs style questions
- Practise of reasoning and problem solving

Review

- Check learning
- Address misconceptions
- Review our success

Formative Assessment and Feedback



Maths

In school the children complete CLIC sessions (CLIC stands for Counting, Learn It's, It's Nothing New and Calculations) This helps to secure basic number facts and develop retrieval of those facts. At the end of the week the children complete their "Beat That".

For the main part of the Maths lesson we follow the whole school Maths process which involves clarify, practise, extend and review. This process means that the children understand the concepts rather than learning by rote.

We use lots of concrete practical material such as counters, cubes, numicon 100 squares and number lines.





TOTAL RECALL



Zebra - division tables facts 2, 3, 4, 5, 10 and 11.

Tiger - division tables facts 6, 7, 8, 9 and 12.

Leopard - multiplying and dividing whole and decimal numbers by 10, 50, 100 and 1000.

Polka Dot (Shape) - name and describe properties of 2D and 3D shapes; Use terminology (face, edge, vertex).

Rainbow (Time) - days in a week; months in a year; seconds, hours, minutes; tell the time to 5 minutes on a 12 hour and 24 hour clock.

Hall - fractions and percentages of numbers up to 100 and multiples of 10/100, e.g., $\frac{1}{4}$ of 60, 20% of 44, $\frac{1}{4}$ of 160.

Overlaid - equivalent fractions, decimals and percentages including tenths, fifths, thirds, halves and quarters, recognising equivalents with hundredths, e.g., $0.45 / 45\% / 45/100$.

By the end of Year 1

We teach the children to:

- Count to and across 100, forwards and backwards from 0,1 or any given number.
- Count and write numbers to 100 in numerals with correct orientation.
- Count in multiples of 2, 5 and 10.
- Given a number identify one more and one less up to 100.
- Identify and represent numbers using objects.
- Identify and represent numbers using pictorial representations including the number line.
- Use the language of equal to, more than, less than, most, least.
- Read and write numbers from 1-20 in numeral and words and **spell** them correctly.

By the end of Year 1

We teach the children 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 involving addition and subtraction.
- Solve one step problems involving multiplication and division.

By the end of Year 1

We teach the children to:

- Find fractions of shapes and amount ($\frac{1}{2}$, $\frac{1}{4}$,)
- Tell the time to the hour and half hour.
- Sequence events in chronological order
- Recognise the value of English coins and notes.
- Name and discuss the properties of a range of 2D and 3D shapes.
- Describe position, direction and movement.
- Compare, describe and solve practical problems across a range of measures.

How to help your child.



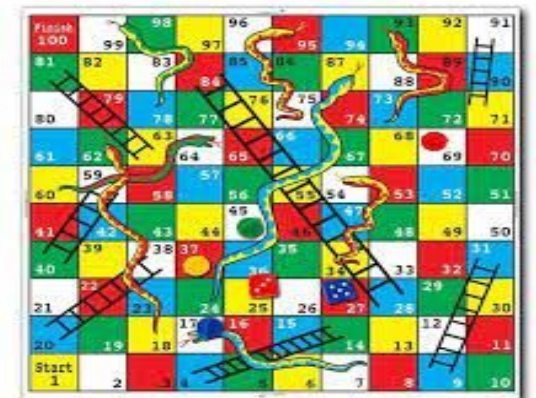
Play board games - many children struggle with the concept on counting on
- boards games are brilliant for practicing this concept and for helping the children to understand that it is the next number that you start counting from. Board games also help with number recognition, addition, recognising the number represented by the dots on the dice.

Counting/Counting in 2s, 5s and 10s.

Telling the time - o'clock and half past.

Money - recognising coins - link with counting in 2s, 5s and 1

Total Recall Bages.



- First and foremost, support and reassure your child that there is nothing to worry about and that they should always try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.

Any questions?