



Welcome to Year 1



Miss Slack – Hedgehogs Class Teacher

Miss Bernard – Squirrels Class Teacher

Miss Wild - Teaching Assistant

Miss Riches - Teaching Assistant

Meeting Purpose

- ★ To welcome you into your child's new classroom.
- ★ To give you an overall picture of year 1- it's a transition year.
- ★ Newsletter
- ★ Reading
- ★ Phonics
- ★ Trips
- ★ Events

A typical day

8:35-9	Early Morning Learning/ changing books
9-9:15	maths or writing input from class teacher
9:15-10:20	Explore Learners – Class teacher delivering teaching to small groups linked to that morning's input * During explore learners, children have 3 challenges to complete across the week: a phonics, writing and maths. Use to this from reception
10:20-10:30	Tidy up
10:30-10:55	Phonics
10:55-11:10	Break in the playground
11:15- 11:40	Reading- linked to the phonics taught that morning Mix of reading the focus sound texts that also get sent home and story time.
11:40-11:45	Wash hands
11:45-12:45	Lunch in the playground
12:50-13:05	Maths or writing input- no follow up task
13:05-14:20	Explore Learners. Adults in provision.
14:20-14:30	Tidy
13:30-13:40	Foundation subject input
14:40-14:50	Pack up for home.
14:50-15:10	Assembly

Explore learners

Continuous provision is the approach in Year 1, not the whole-class model, which mirrors Reception.

CP is age appropriate and provides a balance of adult-led teaching, independent learning and purposeful play.

Following the teacher's input, children are then given opportunities to explore, practise and consolidate their learning within areas. The different areas of the classroom are linked to specific subjects, such as our maths, phonics and geography areas. We have areas across both classrooms and the outdoor area for all National Curriculum subjects. These areas contain purposefully selected resources that link to the objectives the children are working on. Adults also model how to use the resources to support children's ongoing development.

Children may work independently, with a partner or alongside an adult, depending on the activity and their individual needs.

Transition from CP to whole class model

* As much as possible be guided by the children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Continuous provision	Continuous provision	Continuous provision	Continuous provision Start to introduce whole class model	Continuous provision Continue to build on stamina for whole class model	Whole class model ready for year 2

Tapestry

As of today, Tapestry for year 1 is now set up so expect to see some observations.

We have made a bit of time each week for Tapestry show and tell.



Newsletter



02.09.21

 Year 1 	
English 	On Monday 6th September we will be kick starting our Space English topic with an alien hook day. Children can come in dressed as aliens, astronauts or anything else space related. Please don't buy a costume. Have a go at making up your own costume using recycled materials. Have a look at the costumes below.  Alien Day The next couple of weeks, the focus will be on the alphabet and writing lists. To support your child, please sing the alphabet song with them and ask questions about what comes before or after letters. Please also show your child a list, how it's structured and how it's used in everyday life.
Maths 	In Maths we will assess the children on their skills relating to counting and value of numbers. In the following weeks the children will be focusing on place value within 10. They will begin this topic by grouping objects and representing objects. This will then be followed with counting forwards and backwards within numbers to 10. To support your child's learning please engage them in mathematical talk, this will support their development of reasoning within maths.

It contains the learning for the next fortnight.

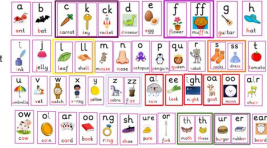
FYI-

It is notiable when the children who have been briefed about the learning come into class and approach their learning with far more confidence because they've already had a first look.

Reading

Phonics Consolidation Texts

These short texts will be read and practised together in class. Please see the day of the week for confirmation of when each text will be taught. These are not intended to be first-read texts. In fact, there are no new sounds to learn at the moment. These texts are designed to consolidate your child's phonics learning from Reception and help build their confidence and fluency. Please read the text through with your child at home on the day it was taught—for example, Monday's text on Monday and Tuesday's text on Tuesday. Encourage your child to use their phonics to sound out any words they find tricky, and praise them for having a go. Re-reading the text several times will help your child become a more confident and fluent reader. These short texts are to be read in addition to your child's reading book. We suggest starting with these short consolidation texts before moving on to their reading book.



Monday's focus st

Stan and Stella go to the shop.

They see a bright boat in the rain. Stan spots a lost hat by the road. "I can help!" says Stan.



Monday	Focus Sound Sheet and Set Book
Tuesday	Focus Sound Sheet
Wednesday	Focus Sound Sheet and Set Book
Thursday	Focus Sound and Branching out book (this can be read by you)
Friday	Focus Sound Sheet and Set Book

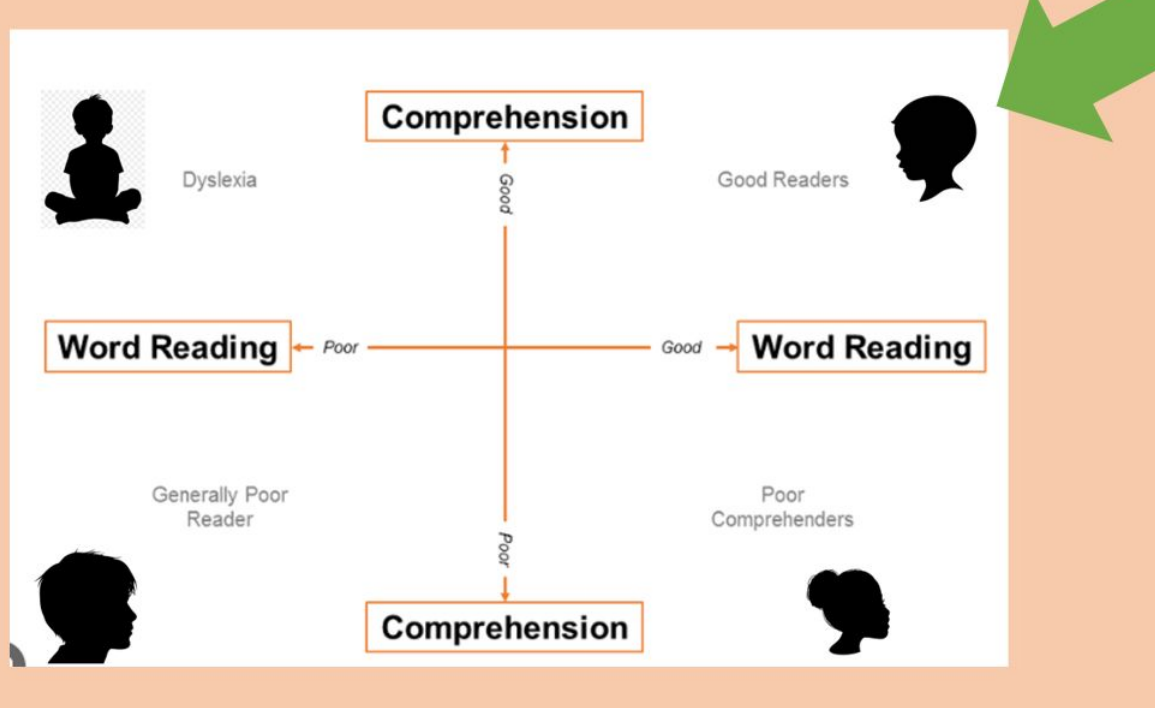
Reading underpins the whole curriculum. Reading is required across the curriculum.

School expectations are children read to an adult everyday and it's logged in their Reading Record.

Their Reading Record will be checked every Friday and children will be rewarded with Dojos if they have read 5 times or more that week. School policy is a reminder letter goes home if children have not read.

Please ensure that your child's reading pack is kept in their bag.

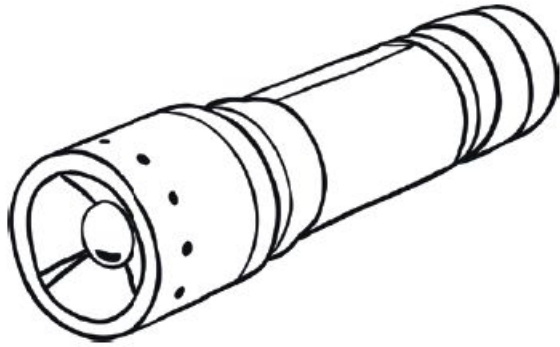
Reading and decoding. There's a difference



What do I mean by fluent reading?

1. Accuracy
2. Automaticity
3. Prosody

It is light now that the
torch is on.



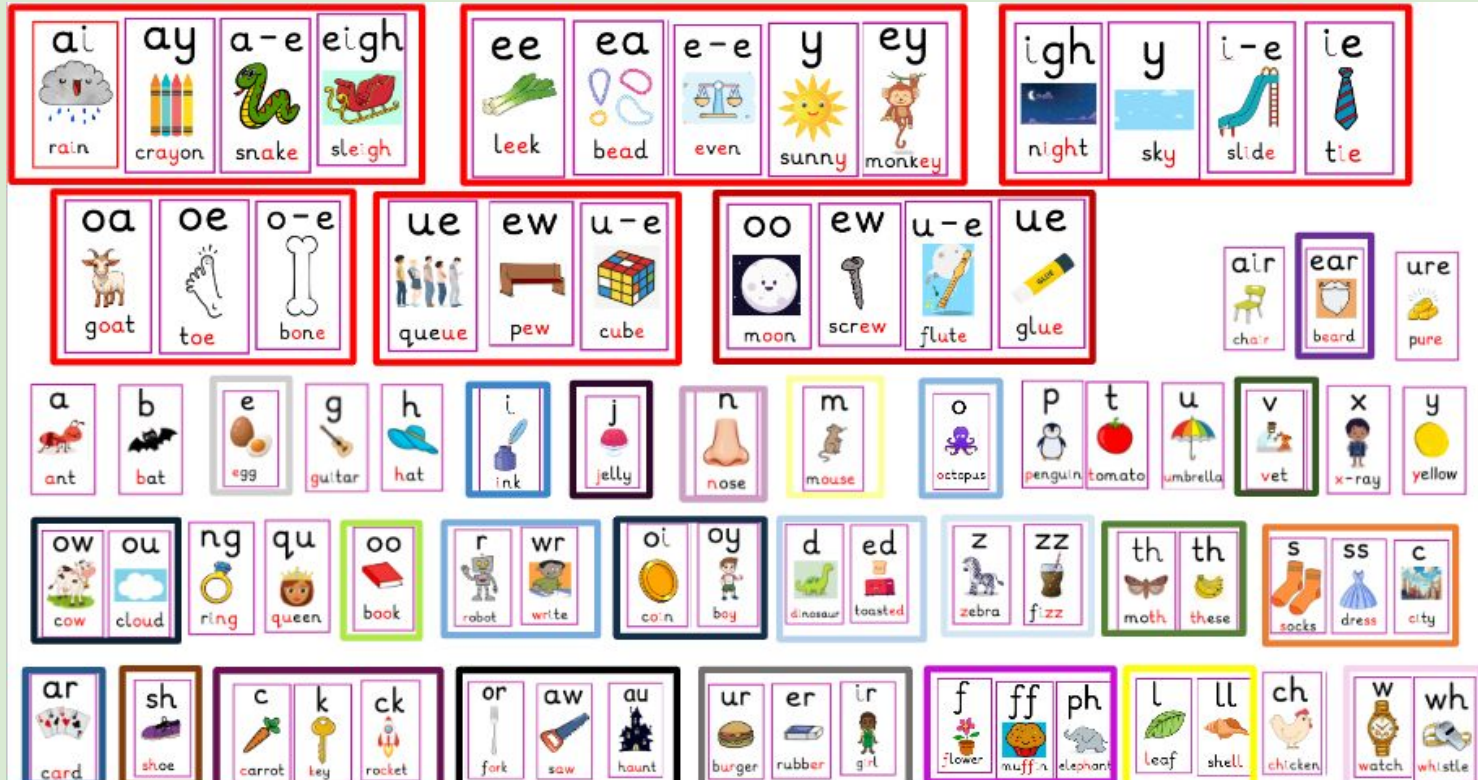
Re read sentences
and
Re read books
to build fluency

Read books to
your child to
build their
language
comprehension and schema.



Phonics

There will be a workshop in January to explain the next stage of phonics-Phase 5 and how you can support your child at home. Briefly, children will learn that the same sounds can be represented and spelled in different ways. So far, as part of Phase 3, your child has been taught one way to represent each sound.



Phonics Screening Check- June 2027

The Phonics Screening Check is a statutory short assessment that takes place in Year 1.

Its purpose is to check how well children can use their phonics knowledge to read unfamiliar words.

The check is completed with your child's class teacher in school.

We complete past checks with the children at points throughout the year so by June the children are very familiar with the format.

The check contains 40 words that the children read aloud to a teacher

The words include:

- Real words
- Pseudo-words (nonsense words) – for example, “*cham*” or “*sproke*”.

In recent years it has been 32 out of 40, although parents should be told that the exact threshold is confirmed each year.

A child who does not meet the threshold in Year 1 will normally have the opportunity to retake the check in Year 2.

stroft



terg



blurst



voo



Set books

It's not a race or a competition.

The difference between each book band is gradual so that children should not experience too much difficulty when moving from one book to the next.

The book bands are designed to match the phonic sounds your child knows and is being taught in class- not necessarily what they are capable of reading.

Children should be able to read 90% of their book band book fluently.

You may find that your child is able to read the words fluently but continues on the same book band for a while to enable them to focus on developing their fluency, understanding and confidence.

Pretty please

Teach children to do their own coat up

Name everything

Trips

- Library visits every term.
- Trip to Gatton Park - Science
- Geography trip to Mellows Park

Emails

squirrels@highview.school

hedgehogs@highview.school

48 hours to reply.

If you need a response sooner please call the office or pass on a message at the gate.

Please send or schedule messages to send, within working hours

Consider tone

READING ASSESSMENT

Working at the Expected Standard	
Read accurately many words of one or more syllables.	
Read text from their blended book with fluency.	
Read most tricky words (Phase 5).	
Sound out many unfamiliar words accurately, without undue hesitation.	
Read words with suffixes when there is no change to the root word –s, –es, –ing, –ed, –er and –est	
Read words with contractions [for example, I'm, I'll, we'll]	
Read some words with alternative pronunciations c(s) ea(e) ow(oa) g(j) ie (ee) ear (air)	
Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.	
Check that the text makes sense to them as they read and correct inaccurate reading.	
Answer retrieval questions.	
Make simple inferences.	

WRITING ASSESSMENT

recognise where spaces between words have been missed

Working at the Expected Standard

read own writing aloud clearly for others to hear and discuss

orally rehearse sentences and sequence them to form short narratives

join words and clauses with the conjunction 'and'

use past, present and future tense accurately in speech and begin to incorporate these in their writing.

demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark.

begin to demarcate sentences using an exclamation mark

begin to demarcate sentences using a question mark.

spell most Year 1 tricky words correctly

spell most days of the week correctly

use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way

write words using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest.

form many letters and digits correctly, with some difference between upper and lower-case letters.

use spaces between words

MATHS ASSESSMENT

Number & Place Value

Working at the Expected Standard
Count to and across 100, forwards and backwards, beginning from any given number
Count, read and write numbers to 100 in numerals
Count in multiples of 2, 5 and 10
Find one more and one less than a given number
Use <u>vocabulary of equal</u> to, more than, less than (fewer), most, least.
Write numbers from 1 to 20 in numerals and words

MATHS ASSESSMENT

Addition & Subtraction

Read, write and interpret mathematical statements involving addition, subtraction and equals symbols
Represent and use number bonds and related subtraction facts within 20
Add and subtract one-digit and two-digit numbers to 20, including zero
Solve one-step addition and subtraction problems (using appropriate resources) and missing number problems

MATHS ASSESSMENT

Multiplication & Division

Solve one-step problems involving multiplication (using appropriate resources **and arrays** w/ teacher support)

Fractions

Recognise, find and name a half as one of two equal parts of an object , shape **or quantity**

Recognise, find and name a quarter as one of four equal parts of an object, shape **or quantity**

MATHS ASSESSMENT

Measurements

Compare, describe and solve practical problems for different measurements (lengths and heights, mass and weight, capacity and volume, time)
Measure and begin to record the following: lengths and heights, mass and weight, capacity and volume, time
Recognise and know the value of different coins and notes
Tell the time to the hour and half past the hour and draw hands on a clock face to show these times

Geometry (Shape, Position and Direction)

Recognise and name common 2D and 3D shapes
Describe position, direction and movement (including whole, half, quarter and three-quarter turns)