

# Year 1 information meeting.

2024

# Aims

- ▶ How you can support your child at home in reading, writing and maths.
- ▶ Our Read Write Inc scheme
- ▶ Year 1 phonics screening information.
- ▶ Useful websites and apps to use with your child at home.
- ▶ How we will report progress to you in end of year reports.

# Reading

Teach a child to read and keep that child reading and we will change everything

**And I mean everything**

*Jeanette Winterson*

# Reading top tips reminders

- ▶ Daily reading is vital for progress. Our reading for the stars initiative is rewarding children for regular reading.
- ▶ We appreciate useful comments in reading records to indicate progress, for example 'read to the end' or 'next page' etc and 'H' for reading at home. 'S' will be used when your child has read at school.
- ▶ Little and often is best- twenty minutes each day is recommended. This make a huge difference to progress and fluency.
- ▶ Go through the questions to talk about and questions to read and answer at the back of your child's book

# Year 1 Phonics Check

- ▶ The phonics screening check in June is a word reading test to check children can read sounds in words accurately
- ▶ Children read 40 words in the check and will take between 2-5 minutes
- ▶ The test will be administered by your child's class teacher in a quiet room
- ▶ Some children might do it all in one go but some children might have a break
- ▶ We will write to you with your child's results and a copy of the test

# Year 1 Phonics Check

- ▶ The phonics screening check will take place during the week commencing Monday 10<sup>th</sup> June
- ▶ Please ensure your child is at school during this week

# Speed sounds

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Special Friends, 'Fred Talk'

- We teach children to read words using the routine 'Special Friends', 'Fred Talk', read the word
- Children spot the 'Special Friends' (two letters that make one sound), Fred Talk the word and then read the whole word.
- For example, 'sh, sh-i-p, ship





# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

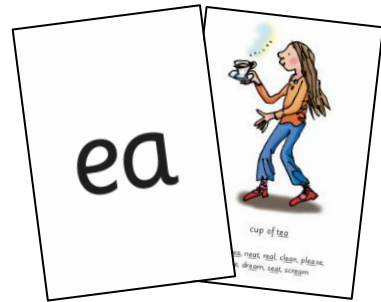
aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

# Sounds + blending = word reading



+



=

spray

# Alien Words



sheb



glight



ched



teb

# How can you help?

- ▶ We will always let you know how well your child is doing
- ▶ Encourage your child to first do special friends, fred talk, read the word and move onto fred in their head and then speedy reading.
- ▶ Speed reading
- ▶ Be familiar with the phrases associated with each special friends
- ▶ Use the Read Write Inc videos sent home to you
- ▶ Read daily with your child
- ▶ Play phonics games
- ▶ <https://schools.ruthmiskin.com/training/view/WZ5FMxFm/TMpJ2T40>

# How can you help?

- ▶ Ruth Miskin Parents' Page:
  - ▶ <https://www.ruthmiskin.com/parents/>
  
- ▶ Ruth Miskin Facebook:
  - ▶ <https://www.facebook.com/miskin.education>
  
- ▶ Free e-books for home reading:
  - ▶ <http://www.oxfordowl.co.uk/Reading/>



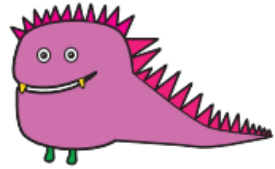
# 50 Recommended Reads for...

# Year 1



For more primary school booklists, visit [booksfortopics.com](https://www.booksfortopics.com)

bem



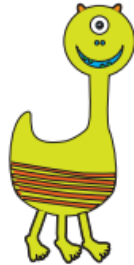
besh



grux



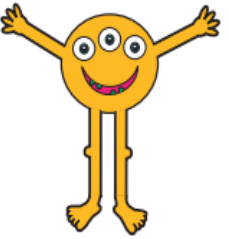
dax



quab



smung



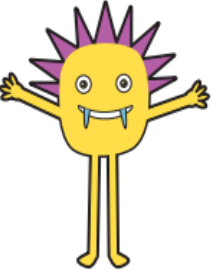
kig



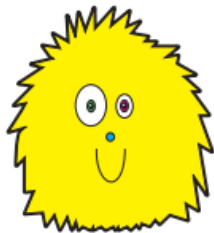
barp



nesk



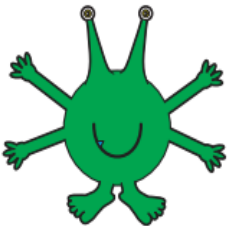
eld



chell



foint



thud

twig

globe

hang

flick

teams

coin

vest

bowl

shell

horns

chase



# Year 1 maths objectives

## **Number – number and place value**

Pupils should be taught 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 twos, fives and tens

given a number, identify one more and one less

identify and represent numbers using concrete 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

# Year 1 maths objectives

## Number – addition and subtraction

Pupils should be taught 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 zero

**Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .**

# Year 1 maths objectives

## **Number – multiplication and division**

Pupils should be taught to:

**solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.**

## **Number – fractions**

Pupils should be taught to:

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

# Year 1 maths objectives

## Measurement

Pupils should be taught to:

compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (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 such as: 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

# Year 1 maths objectives

## **Geometry – properties of shapes**

Pupils should be taught to:

recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

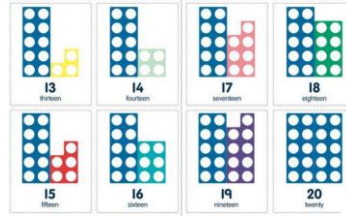
## **Geometry – position and direction**

Pupils should be taught to:

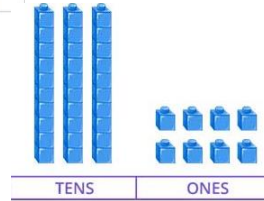
describe position, direction and movement, including whole, half, quarter and three quarter turns

# Maths resources

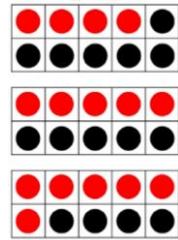
▶ Numicon



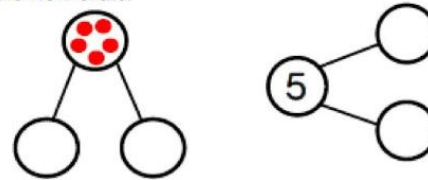
▶ Dienes (tens and ones)



▶ Tens frames



Complete the part whole models by drawing the counters then writing the numerals.



▶ Part part whole models

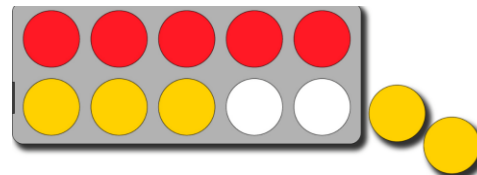
▶ Number lines and 100 squares



100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

▶ Double sided counters



▶ Greater than less than symbols





# Writing- how to help at home

WORKING AT THE EXPECTED STANDARD
Write short narrative pieces.
Write to convey information.
Compose a sentence orally before writing it.
Write linked sentences after discussion with teacher.
Use <b>and</b> to join words e.g. <i>The dragon was huge and angry and scary.</i>
Use <b>and</b> to join clauses e.g. <i>The dragon was huge and it breathed fire</i>
Use present and past tense with <b>some</b> accuracy.
Use <b>many</b> capital letters used accurately at the start of sentences.
Use <b>many</b> full stops used accurately at the end of sentences.
Consistently use capital letter for 'I' and their own name.
<b>Some</b> use of capital letters for proper nouns.
Begin to punctuate sentences using question marks.
Begin to punctuate sentences using exclamation marks.
Re-read what they have written to check that it makes sense.
Make phonetically plausible spelling choices in line with school's phonics progression and the phonemes taught so far.
Spell <b>many</b> Year 1 common exception words accurately.
Apply Year 1 spelling rules.
Spell the days of the week.
Use finger spaces <b>consistently</b>
Form <b>most</b> lower-case letters in the correct direction, starting and finishing in the right place.
Form <b>most</b> capital letters correctly.

WORKING AT GREATER DEPTH
<b>Some</b> use of editing strategies to improve the accuracy of spelling, punctuation and grammar.
Add <del>-ing</del> and <del>-ed</del> where there is no change to the root word e.g. <i>jumped, jumping, played, playing.</i>
Spell words with the prefix <del>-un</del> .
Add the suffix <del>-er</del> and <del>-est</del> where no change is needed to the spelling of the root word e.g. <i>low, lowest.</i>
Add <del>-s</del> to nouns and verbs e.g. <i>flowers, plants, grows, likes.</i>
Consistently apply Year 1 spelling expectations in their writing across the curriculum.
Manipulate the language and grammar taught within Year 1 in a range of independent writing, drawing on shared reading.
Consistently use vocabulary from across the curriculum in their writing.
Maintain the quality and accuracy of their writing when writing at greater length.

## How to help with writing at home

- Ensuring every letter sits on the line
- Use the handwriting phrases
- Making sure letters with tails go below the line and tall letters are twice as tall as small letters - sun boat and water guidelines
- Using finger spaces
- Correct use of punctuation
- Practise spellings regularly
- Finding opportunities to encourage children to write eg:
  - Postcards
  - Letters
  - Invitations
  - Stories
  - Holiday journal

## Year 1 Common Exception Words

a  
are  
ask  
be  
by  
come  
do  
friend  
full  
go  
has

he  
here  
his  
house  
I  
is  
love  
me  
my  
no  
of

once  
one  
our  
pull  
push  
put  
said  
says  
school  
she  
so

some  
the  
there  
they  
to  
today  
was  
we  
were  
where  
you  
your

These are the words Year 1 children are expected to learn to spell and these are tested throughout the year. Please keep practising these at home to consolidate learning.



# Maths websites and apps

<https://www.splashmath.com/number-games-for-1st-graders>

<https://www.topmarks.co.uk/>

<http://www.ictgames.com/resources.html>

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<https://www.doodlemaths.com/>

<https://play.numbots.com/#/intro>



## Maths apps

Pop Maths: Number bonds, good for increasing memory recall



Multitouch maths : Make numbers using up to 4 fingers at a time. A bit

like a Maths version of Twister for your hands!

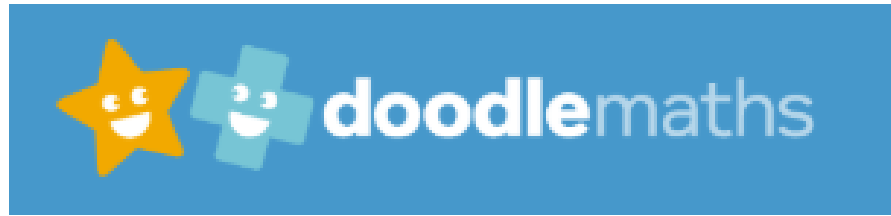


Math Bingo



Teaching Number Lines  
Aleesha Kondys  
Free · Offers In-App Purchases

Teaching number lines



<https://www.doodlemaths.com/>

Doodle maths is a fantastic resource to support your child at home.

We recommend that your child goes on this daily.

# Phonics and writing websites and apps

- ▶ <http://ictgames.com/literacy.html>
- ▶ <https://www.phonicsplay.co.uk/freeIndex.htm>
- ▶ <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>
- ▶ <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- ▶ <https://www.spellingshed.com/en-gb>
- ▶ <https://www.phonicsbloom.com/>
- ▶ <https://online.espresso.co.uk/espresso/>
- ▶ <https://www.oxfordowl.co.uk>



**Geraldine's Phonics Land: Spelling 1** 4+  
Queue Press Limited  
£0.99



**Teach Your Monster to Read** 4+  
Learning to Read & Phonics Fun  
Teach Monster Games Ltd.  
#38 in Education  
★★★★★ 4.5, 124 Ratings  
£4.99



**Mr Thorne Does Phonics: Letters & Sounds for iPad** 4+  
Queue Press Limited  
£1.99

# How we report your child's progress in end of year reports.

*Children all develop in their own way and at different speeds, but at the end of Year 1 the DfE guidelines for English and Maths are as follows:-*

**WORKING TOWARDS** the 'Nationally Expected Standard' for a pupil at the end of Year 1

**WORKING AT** the 'Nationally Expected Standard' for a pupil at the end of Year 1

**WORKING AT GREATER DEPTH** *within* the 'Nationally Expected Standard' for a pupil at the end of Year 1

*Remember- all children progress at different rates and be assured if your child is **working towards** any of these objectives they will be receiving extra support to help them progress towards expected standard.*

Any questions?