

A Booklet for Year One Parents

End of Year Expectations- Social and English



These are the things our Year One children are expected to show at all times throughout the year.

SOCIAL

- To be able to share
- To be able to play together
- To be able to take turns and share consistently
- To be able to take responsibility for the choices they make
- To be able to resolve problems with help
- To be able to adapt to change, such as different events, social situations and routines
- To follow the golden rules
- To take responsibility of own belongings
- To be responsible for personal care
- To show respect for self and others

ENGLISH

These illustrate what most children are expected to achieve by the end of Year 1. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

- To be able to convey simple information showing awareness of what the listener needs to know
- To be able to use words to sequence and sustain talk
- To be able to take turns when speaking
- To be able to speak clearly and audibly to a large group
- To be able to speak with expression
- To be able to listen with sustained concentration to stories and people talking
- To be able to ask relevant questions, follow instructions and remember main points
- To be able to identify points of interest when listening to a story told or broadcast
- To use a range of varied and appropriate vocabulary linked to topic
- To be able to answer questions in simple sentences
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events

Writing

- Be able to blend and segment sound when writing
- Be able to recognise and name the letters of the alphabet
- To be able to use finger spaces
- To be able to think of and write a simple sentence and extend where appropriate
- To understand the purpose of a capital letter and a full stop

To make sure that their sentences make sense.
To hold the pencil correctly and form letters correctly
To be able to spell the first one hundred high frequency words (set out in Letters and Sounds)
To be able to repeat key words
To be able to write first name and surname.

Reading

To be able to read the first one hundred high frequency words
To be able to blend and segment sounds
To make attempts at unknown words using strategies such as phonics
To be able to discuss pictures and picture clues when reading
To understand the difference between fiction and non-fiction texts
To be able to retell stories in the correct order.
To make simple comparisons and contrasts between different stories, settings, characters etc.

Tips and ideas for Supporting English at home:

Speaking and Listening

- Discuss their day with them when you see them after school
- Try to have a family meal together as often as possible
- Encourage your child to talk about their views and interests with others
- Ask them about their homework and get involved with it
- Switch off television and laptops well before bedtime: chat or read a bedtime story together instead
- Play family games together, like I Spy, Charades, Chinese Whispers and Articulate
- Nursery rhymes, songs, jokes and puppets are an important way of helping younger children learn language
- Re-tell familiar stories and have fun making up your own

Writing

Draw and cut out some speech and thought bubbles. Go through one of your child's favourite stories with them. At various key moments in the story, ask them to suggest what the characters might be thinking, or what they might like to say. Encourage them to write in the thought and speech bubbles, and stick them temporarily onto the page (using Blu-Tack or similar).

Having your child write to their favourite story character is a great way to teach them how to set out a letter properly. How about the tiger in *The Tiger Who Came to Tea*? What would they like to say to him? Or suggest they try writing a letter of apology from Goldilocks to the three bears.

Does your child have a favourite story where a toy or a character gets lost (Dogger in *Dogger* by Shirley Hughes or Courtney in John Burningham's *Courtney* are two examples)? Help them design a LOST poster, and then discuss how they'll need to describe the character or toy in detail; encourage them to think of size, colour, defining characteristics, etc. If they wish to write these as a list they can format it with bullet points or numbers, which will give you the chance to talk about how this can make a list easier to read **endings**

Take one of your child's favourite books and ask them to retell it – verbally, pictorially or by writing down what happens. Discuss what happens at the end of the story. Do they like the ending? Work together on what could be a different ending – ask if they want it to be happy/sad/funny/shocking, etc. Help them write it out, then tell or read the entire story with their new ending.

If a character went on a shopping trip, what would they need? Younger children can write out some items a character needs in a story (what does the Little Red Hen need to make her cakes, for instance). For older children, it could get more creative – making up new plots for their favourite character, and then suggesting some items they might need to purchase. **st**

Invite your child to write a newspaper article about some of the events in a favourite story. This will really get them thinking about the needs of the reader as they'll have to explain the facts clearly and succinctly and in order, pretending that the reader knows nothing of the events that have occurred. Try "The Three Little Pigs" or another tale they know really well. Have a look at some articles together to help your child become familiar with the format. **a party**

Children typically love writing invitations – perhaps because they love parties! They also tend to like sticking to such a rigid and seemingly grown-up format. Discuss with them what they will need to include on the invitation: time, cause for celebration, place, dress code, food, entertainment. They can have huge fun decorating, too. For example, they could write an invitation to Cinderella's wedding, or to the Hungry Caterpillar's birthday party – imagine the food at that do!

Provide your child with some Post-it notes, and explain how sometimes we might use these to write memos to remind us of tasks we need to carry out. Ask them what certain characters might need to remember. Think Elmer, for instance – perhaps he needs to remember that it's fantastic to be different. Or Baby Owl in Martin Wadell's *Owl Babies* needs to be reminded that his Mummy has only gone for a short while.

What if one of your child's favourite characters had a birthday? Discuss what they could draw on the front of their birthday card – what would the character like to see pictures of? How old do you think the character might be? Inside, your child can even write a little rhyme or special message. Have them look at some of their own birthday cards for inspiration.

Send a Message - Frequently leave notes on pillows, desks, mirrors, wherever. Have your child write you a note in return. A family chalkboard or message board is a great tool for encouraging your child to write messages.

Letters - Make letter writing a habit for your child. Have your child write letters to family and friends. Say "Thank You" - Let your child get in the habit of writing "Thank You" notes for gifts or whenever it is appropriate to do so.

Postcards - Have your child write and mail postcards on family vacations or special outings.

Journals - On your child's birthday, give him/her a special journal. Encourage your child to write in his/her journal as often as possible.

Make a Menu - Let your child design and write the menu for a family dinner. This is a great activity that will keep a child busy while mom or dad is cooking. If some of the words are difficult, write them down on a separate sheet of paper for the child to copy.