



Year 1 Parent Information Booklet

General Routines

Start of the day:

Classroom doors will open at **8:45am**. We close the classroom doors at **8:55am** to ensure the children are secure in their classroom; this will enable us to register the children and to start our lessons promptly. If you are late and the classroom door is closed please use the Main Reception entrance and your child will be brought to the classroom by a member of staff. This will help prevent disruptions to whole class learning.

End of the day:

The school day ends at **3:20pm**. Your child will be taken to the 'late room' by the main reception if they have not been collected from the classroom by **3.30pm**.

Reading books and Reading Records:

Your child will be given a new reading book to bring home and read each week. They will be changed on a Monday **unless their home/school reading record has not been signed by an adult**. Your child will read with an adult in school once a fortnight. Our child-led reading system of 'Take Home Books' will be rolled out after the half term break, we will then provide more detailed information about how this works.

Please check your child's home school reading record each day as it is used to pass on important information. There is an additional section at the back of the reading record. This is for you to **record the details of adults who are authorised by you to collect your child from school**. If you have a last minute alteration to child care arrangements, please complete an orange slip available at the school office. **We will not allow anyone else to take your child unless we have your permission.**

Homework:

Your child will receive regular homework in addition to reading. This will be set half termly with an activity detailed for each week. Homework due dates will be detailed on your half termly information sheet. Log ins for Bug Club and Mathletics will be sent home in the Reading Diary in due course.

PE

All items should be **clearly labelled**. Your child's PE kit should include a white T-shirt, navy/blue shorts and trainers. Girls may need a pair of socks for the winter months for when they wear tights to school. Your child's PE bag should stay in school on their coat peg and it will be sent home at the end of each half term. Please ensure your child's PE kit is washed and returned to school again at the beginning of each new half term.

School Uniform

Please ensure **all** items of school uniform are **clearly labelled** with your child's name and class. This should include coats and shoes.

Water bottles

Could you please provide a **clearly labelled** water bottle as the children need access to water throughout the day. This will be taken home at the end of each day and returned the following morning. **Please do not put water bottles in book bags as they can leak.**

Book bags

Your child should bring their book bag in each day. Please ensure your child's book bag is checked every day for reading books, homework, letters etc and that it is clearly labelled with their name and class. We do request that the children only use a book bag, not a rucksack as space is limited in the classroom and they need to fit it in their drawers due to lack of space on coat pegs. Please also remind your child to be independent in handing in letters, diaries etc to teachers as book bags are not checked by an adult.

Take Home Books

- Take Home Books is a little like a library system, where the children will be able to choose a book from a collection, take it home to read, return it to the box and swap it for a new one whenever they would like.
- This will be separate from the reading book given by the teacher, and you do not need to make a comment in the reading record for these books.
- The children will be given a certain collection of books to choose from, matching their phonics level, although there will be a wide range of challenge within each collection. Unlike the reading books given by the teacher, there will be no way we can control the order with which the children take the books, so they may pick a book that is initially a bit harder than their reading book. If your child chooses a book that is a little too tricky, just read it with them and perhaps come back to that particular book in a couple of weeks.
- We will be rolling out this new system next half term, and the children will be able to choose a new book on a Tuesday and a Thursday morning.
- We hope this will be another way to supplement your child's reading and give them a boost of a new book when they need it.
- We would ask that you help us in controlling how many books your child chooses from this each week. There are only a certain number in each collection, and if your child whizzes through them all quickly, then they will run out of new books to choose from too soon!
- With the school reading book, Bug Club, favourites from home and Take Home Books, there hopefully should be plenty of opportunities to keep your child motivated to read.
- Of course, the children are very welcome to re-read their favourites and choose the same books again and again from their collection.



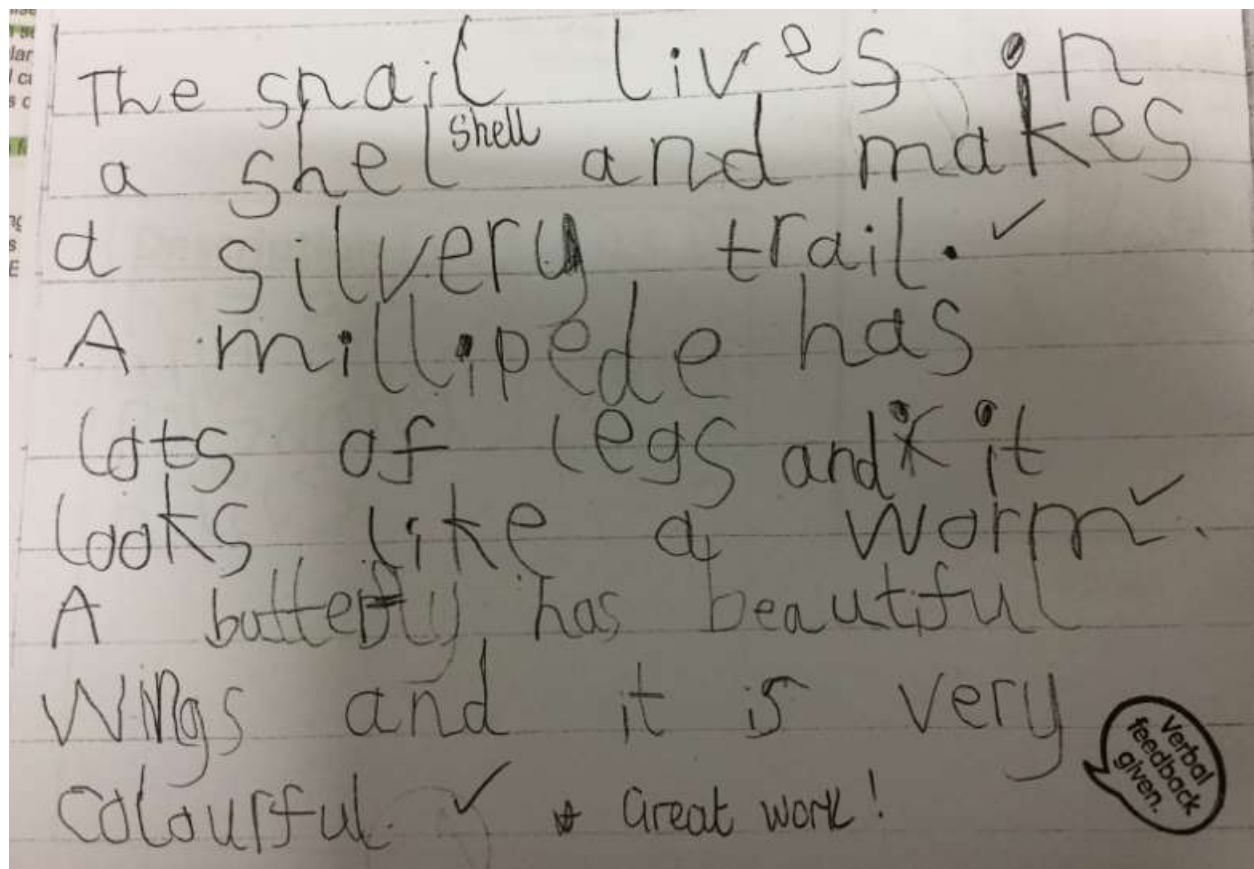
End of Year Expectations for Year 1 – Writing

By the end of Year 1, children will be able to...

- Spell most of the high frequency words up to Phase 5 of Letters and Sounds (see attached list), including days of the week.
- Write unfamiliar words using their phonic knowledge.
- Name the letters of the alphabet.
- Use some common spelling rules to change a word, such as plurals (*adding s or es*), suffixes (*adding ing or est*) and pre-fixes (*adding un*).
- Independently write simple dictated sentences, correctly spelling common words and using the correct punctuation.
- Hold a pencil using the correct grip.
- Form most letters correctly, including capital letters.
- Decide what they want they want to write and say their sentences out loud before writing.
- Write their ideas in a logical order.
- Re-read what they have written to check it makes sense, and begin to make some attempts to correct it.
- Read their writing aloud for others to hear.
- Leave spaces between words.
- Use the word 'and' to join ideas and write longer sentences.
- Use capital letters and full stops consistently and accurately.
- Begin to use question marks and exclamation marks.

How to help at home -

- Look for as many opportunities to write as possible, writing means more when it has a purpose.
- Help your child with gentle reminders about how to hold their pencil and form their letters correctly.
- When your child is writing, spend some time talking it through beforehand – can they say what they want to write?
- If you can, support your child in reading their writing back to you – does it make sense? Are there any little changes you can make together to improve it?
- Look at how your child is spelling their words. Are there some high frequency words which they should be beginning to spell correctly? If they are using their phonics, are they sounding out the word carefully and using the correct graphemes to represent each sound?
- Enjoy it!



Letters and sounds: High Frequency Words Checklist

This can be found at the front of your child's home school reading record.

High Frequency Words							
Phase 2		Phase 3		Phase 4		Phase 5	
Decod	Tricky	Decod	Tricky	Decod	Tricky	Decod	Tricky
a an as at if in is it of off on can Dad had back and get big him his not got up Mum but	the to I no go into	will that this then them with see for now down look too	he she we me be was you they all are my her	went it's from children just help	said have like so do some come were there little one when out what	said have like so do some come were there little one when out what	oh their people Mr Mrs looked called asked could
'Tricky' words are taught by the 'Look, cover, spell and check' method. This requires the children to recognise the words on sight							

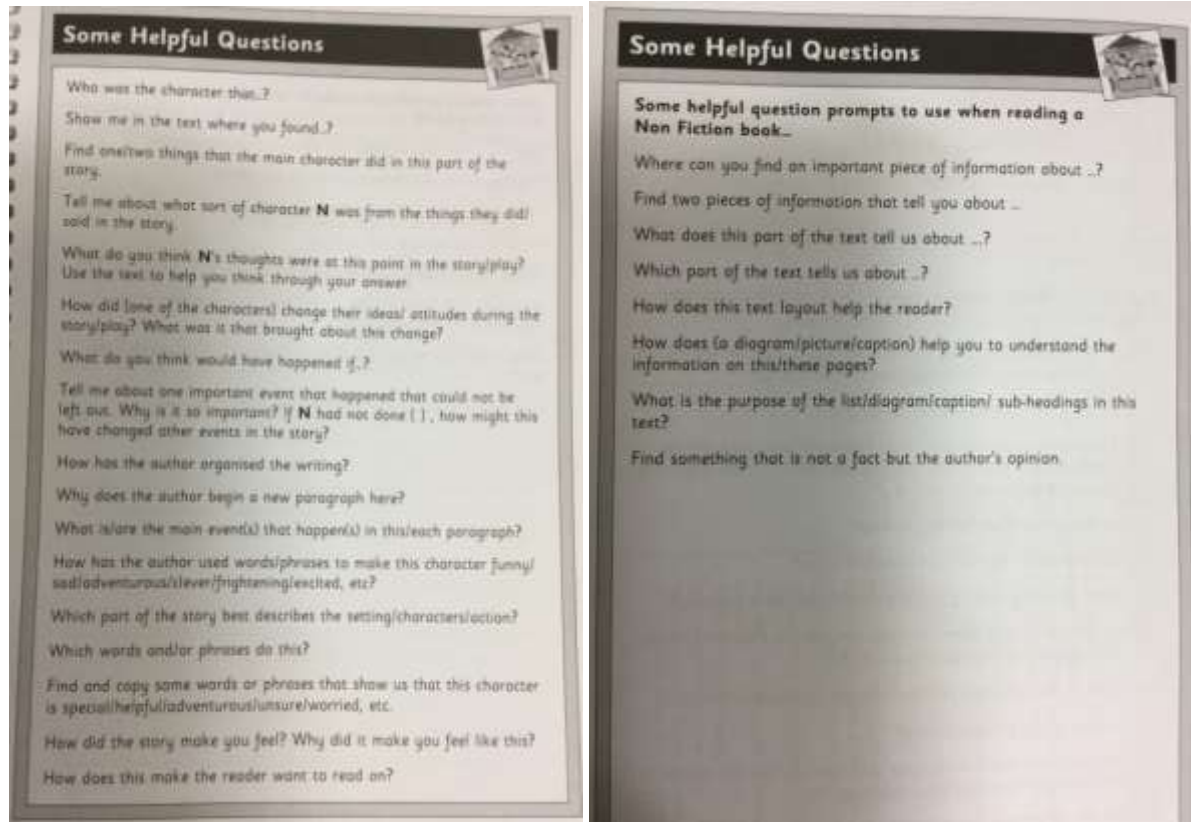
End of Year Expectations for Year 1 – Reading

By **the end of Year 1**, children will be able to...

- Use their phonic knowledge to read unfamiliar words.
- Quickly and accurately recognise all the sounds learnt in phonics (see attached list)
- Read most common high frequency words up to phase 5 of Letters and Sounds.
- Read and understand words containing an apostrophe (*I'm, I'll, we'll, can't*)
- Read aloud to an adult, using some expression and tone of voice.
- Listen attentively to a wide range of poems, stories and non-fiction.
- Retell some stories, ordering the events correctly and recalling some of the story language patterns.
- Identify, and join in with, repetitive phrases within a story.
- Use their existing vocabulary and understanding of a text to make sense of the meaning of unfamiliar words.
- Ask and answer 'how' and 'why' questions about what they have read, and be able to use texts to answer questions.
- Check that a text makes sense as they read it, and begin to correct themselves if they have misread.
- Discuss the link between events in the text and the title.
- Make a reasonable prediction as to what might happen next, showing a good understanding of the characters, plot and language.
- Express their views about the different characters and events, clearly explaining why they think this linked to the text.

How to help at home –

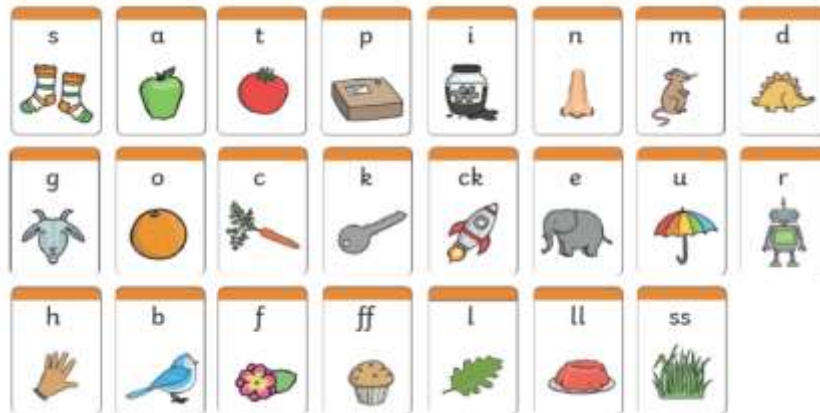
- There are lots of ideas for questions and things to discuss about a book in the front of your child's home school reading record.



- Play lots of high frequency word and phonics sounds games –
 - Stomp – lay the cards out on the floor and ask your child to 'stomp' on a chosen word.
 - Hide and Seek – hide your tricky words around the room and ask your child to hunt for them.
 - Make copies and play 'snap'
 - Shuffle your cards and make sentences using the words.
 - Bingo – write 6 words out on a piece of paper and call out words from the cards – ask your child to cross them out as you call them.
 - Pairs – make copies, lay the cards out face down and find matching pairs.
 - Splat – using fly swatters place the cards face down and ask your child to 'splat' the word you say.
 - Snap – give your child two or three tricky word cards and ask them to hold them up when they hear them as you read a story.
 - Use the computer to write out the tricky words.
 - How many tricky words can you read in 1 minute?/2 minutes? Can you beat mummy and daddy?
- Enjoy it!

List of phonemes (sounds) taught by the end of Year 1

Phase 2



Phase 3



Phase 5



End of Year Expectations for Year 1 – Mathematics

By the end of Year 1, children will be able to..

- Count forwards and backwards to and across 100, beginning with 0, 1 or any given number.
- Say 1 more or 1 less than any given number.
- Count in multiples of 2, 5 and 10.
- Read and write numbers to 100 in numerals.
- Read and write numbers 1-20 in words.
- Represent numbers as pictures and with objects.
- Compare numbers using language such as more than, most, fewer, less than.
- Expand their knowledge of subtraction and addition facts within 20, including number bonds, to quickly work out that if , for example, they know $3+12=15$, then they also know that $15-12=3$ or $4+12=16$ or $3+13=16$.
- Begin to understand multiplication and division through grouping and sharing, using arrays to demonstrate their understanding.
- Mentally be able to add and subtract within 20, and use this knowledge to answer questions such as "can you find a pair of numbers below 20 with a difference of 4, or a sum of 18?"
- Mentally double numbers up to 10.
- Use pictures and objects to help them solve problems involving addition and subtraction.
- Investigate which number is missing from a number sentence such as $8 + ? = 14$
- Understand and use the symbols -, + and =
- Recognise when something has been halved or quartered, and explain what 'half' and 'quarter' means.
- Use language linked to the date, such as months of the year and days of the week.
- Tell the time to the hour and half past the hour.
- Know that there are different coins which have different values.
- Compare objects by mass, length and capacity and use items such as cubes to measure them.
- Recognise and describe common 2D and 3D shapes. (see attached sheet)
- Use language linked to position and movement, such as above, in front of, near, inside, right turn, left turn, clockwise, anti-clockwise.

How to help at home -

- Practise counting forwards and backwards, starting at different numbers and counting in steps of 1,2,5 and 10.
- Talk about the date and the time in everyday situations.
- When working out calculations, ask your child to draw a picture, or use objects to show what they have done. This is a good way to check their understanding, and in fact using objects and representing number problems pictorially is a much better way to develop understanding at this age than writing out a number sentence.
- Don't be tempted to simply make the numbers bigger to give your child a challenge, rather, think about how you can ask them a more challenging question using the same numbers. For example....

I am going to count on from 20. Will I say the number 19? Convince me.

I am going to count on in twos from 3. Will I say an even number? Convince me.

I am going to count backwards from 20. How many steps will it take to reach 0? Convince me.

I am going to count backwards in twos from 20. How many steps will it take to reach 0? Convince me.



Use two of the digit cards to make a number greater than 50.

Use two of the digit cards to make a number less than 30.

Use two of the digit cards to make an odd/even number.

Use two of the digit cards to make a number between 47 and 59.

What is the smallest 2-digit number you can make?

What is the largest 2-digit number you can make?

Explain your reasoning.

Use the first number sentence to complete the second number sentence.

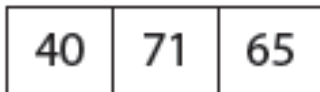
$$4 + 3 = \square \quad 7 + \square = 9$$

$$7 - \square = 4 \quad 9 - \square = 7$$

$$5 + 2 = \square \quad \square + 3 = 9$$

$$\square - \square = 2 \quad \square - \square = \square$$

Which number could be the odd one out? Why?



Using only 2p, 5p and 10p coins, can you show 20p?

In how many different ways can you do this?

Are you sure you have got them all?

Explain how you know.

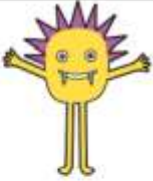



Year 1 Phonics Screen

- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1.
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher.
- Non-words (or nonsense words, or pseudo words) are made up words, which your child will only be able to read by sounding them out and blending the sounds together.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Each of the non-words is presented with a picture of a monster / alien, as if the word were something an alien might say (and so your child doesn't think the word is a mistake because it doesn't make sense!).
- Schools will administer the Year 1 Phonics Screening Check in June 2019.
- In 2013, 2014, 2015, 2016, 2017 and 2018 the "pass threshold" was 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the test has been taken.
- You will be told how your child did, but schools' results will not be published. If your child does not quite reach the pass mark, they can re-take the Phonics screening check in Year 2.

How to help at home -

- You can help your child prepare for their Phonics Screening Check by going over the phonics they've learned in Reception and Year 1.
- Try to practise the sounds within words, as well as on flashcards, this will help your child 'see' the sounds when they are reading.
- Use these sounds to make a selection of 'real' and 'alien' words, supporting your child to sound out each word carefully and blend the sounds together.
- Practise reading longer, multi-syllabic words such as driftwood, twisting, brighter.
- You could use online phonics websites to help revise the sounds taught.

Examples of words from the Year 1 phonics screen.

Nonsense /pseudo/alien words	Real words
jigh 	stair
woats 	haunt
rird 	lied
phope 	wove