

# Welcome to Year 1!



## **The Marvelous Moore's**

Mr Devanny  
Mrs Gupta



## **The Determined Dolly's**

Mrs Jones  
Mrs Finnegan

# Introduction

Below is an example timetable. Unlike in FS2 the children have specific subject lessons alongside Maths and English which ensure that the whole National Curriculum is covered.

	8.30 8.45	8.45-9.40	9.40 10.05	10.05 10.15		10.30 10.45	10.45 11.30		12.30 12.40	12.40 1.45		2.00 2.45
MONDAY	Maths Blast	Maths	Letters & Sounds	Whole Class Reading	B		English	L	Writing Burst Handwriting	RE	B	RE
TUESDAY	Maths Blast	Maths	Letters & Sounds	Whole Class Reading	R		English	U	Whole Class Read Writing Burst Handwriting	Skills (1:1 reading)	R	PSHE
WEDNESDAY	Assembly	RE	Letters & Sounds	Guided Reading	E		English	N	Whole Class Read Writing Burst Handwriting	Maths	E	ICT
THURSDAY	Maths Blast	Maths	Letters & Sounds	Guided Reading	A	Writing Burst Grammar	English	C	Outdoor PE PPA		A	Music
FRIDAY	Maths Blast	Maths	Letters & Sounds	Guided Reading	K	Writing Burst Grammar	English	H	Whole Class Read	Science	K	Science Whole School Assembly

# Reading Objectives (I)

Moving from EYFS into year 1 means that the children will now be working from the National Curriculum. Over the next few slides we have highlighted some objectives that we feel are important. the rest of the objects can be found at: gov.uk

> National Curriculum in England > Year One

WORD READING	
Apply phonic knowledge and skills as the route to decode words	
Match all 40+ graphemes to their phonemes (Phase 3)	
Blend sounds in unfamiliar words based on known GPCs	
Read common words using phonic knowledge where possible	
Read words containing taught GPCs and s, es, ing, ed, er, est endings	
Read words of more than one syllable that contain taught GPCs	
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	
Read phonically decodable texts	
Read phonically decodable texts with confidence	

# Reading Objectives (2)

COMPREHENSION	
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding</b>	
Respond to a range of texts – narrative, non-fiction and poems.	
Say what they like or dislike about a text.	
Link what they read or hear read to their own experiences.	
Know some key stories, including traditional and fairy tales.	
Retell key stories orally using narrative language.	
Understand and talk about the main characteristics of the key stories known.	
Experience poems and rhymes.	
Learn some poems and rhymes by heart.	

COMPREHENSION	
<b>Understand both the books they can already read accurately and fluently and those they listen to</b>	
Use prior knowledge to understand texts.	
Use context and vocabulary provided to understand texts.	
Check that the text makes sense to them as they read and correct miscues.	
Talk about the title and the events.	
Begin to draw inferences from the text and/or the illustrations.	
Make predictions based on the events in the text.	
Talk about their responses in a group.	
Listen to others' ideas about a text.	
Explain what they understand about a text.	

# Writing Objectives (I)

## TRANSCRIPTION

### Know how to spell

Words containing each of the 40+ phonemes already taught

Common exception words

The days of the week

### Name the letters of the alphabet

Name the letters of the alphabet in order

Use letter names to show alternative spellings of the same phoneme

### Add prefixes and suffixes

Use the spelling rule for adding s or es for plural

Use the prefix un

Use the spelling rule for adding s or es for verbs in 3<sup>rd</sup> person singular

Add ing, ed, er, est where no change is needed to the root words

## Apply simple spelling rules

Identify known phonemes in unfamiliar words.

Use syllables to divide words.

Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

**Write from memory simple sentences dictated by the teacher that include words taught so far.**

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

# Writing Objectives (2)

## COMPOSITION

### Write sentences.

Say out loud what is to be written about.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Re-read what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud writing clearly enough to be heard by their peers and the teacher.

## VOCABULARY, PUNCTUATION AND GRAMMAR

Leave spaces between words.

Join words and sentences using *and*.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

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

### Use the terminology:

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

# Year 1 Maths Objectives

Place Value (PV)	Addition and Subtraction (AS)	Multiplication and Division (MD)
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.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Count in multiples of 2s, 5s and 10s.	Represent and use number bonds and related subtraction facts within 20.	Measures (M)
Given a number, identify one more and one less.	Add and subtract one-digit and two-digit numbers to 20, including zero.	Compare, describe & solve practical problems for: lengths/heights (short/tall, half/ double ); mass/weight(heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later)
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $5 = \quad - 3$ .	Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
Read and write numbers from 1 to 20 in numerals and words.	Geometry (G)	Recognise and know the value of different denominations of coins and notes.
Fractions (F)	Recognise and name common 2-D shapes [e.g. rectangles, squares, circles and triangles] and 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	Recognise and use language relating to dates, including days of the week, weeks, months and years.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

# How can you support your children at home?

- Ask children to tell you the story they have learnt at school. The story map will be uploaded onto our class page on the school website.
- Ask them to perform it to you
- Telling children stories as well as reading stories to them
- Please can you sign your child's yellow reading diary to say that you have read with your child. If this isn't signed then the books will not be swapped.
- Reading Rainbow: if your child reads 3x times a week for the whole term they will move up the rainbow and once at the top they will receive a reward.




























# Letters and Sounds

- We will be recapping phase 3 and phase 4 and then moving on to phase 5.
- Phase 5 sounds (22 taught sounds)

**My Phase 5 Sound Mat**

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

 visit [twinkl.com](https://www.twinkl.com)

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