

Year One curriculum meeting

Information for parents



The teaching of early reading

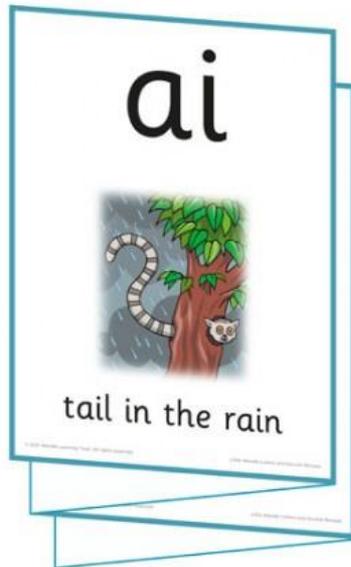
All the schools in the Pegasus Academy Trust use the validated Little Wandle Letters and Sounds Revised programme.



It is a complete early reading programme including the teaching of systematic synthetic phonics and the practice of phonics skills in decodable books to support the development of children's reading.



Daily lessons – repeated practice



- Reviewing and revising sounds and words previously learned
- Learning new GPCs – grapheme phoneme correspondences (letter – sound correspondences)
- Practising by reading sentences
- Learning to spell words
- Learning to read and write tricky words by learning which parts are tricky, for example 'could'
- Practising the phonics and tricky words in fully decodable books – Teacher Choice/ Golden Books that come home for repeated practice

Starting the year with lots of revision!

- Currently Year One are revising the sounds in phases 2,3 and 4. They are practising fast recognition of the GPCs and blending them to read words. For example, n-igh-t.
- When these are secure children will begin to 'grow the code' and learn the phase 5 sounds. For example, they already know 'ai' as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.
- Keep up sessions are run by trained Teaching Assistants to support children who need additional practice.

Year 1 phonics – Grow the code

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 u o-e ou



Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y ey	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent





Further support for parents

- Little Wandle provides excellent support to parents via the parents page. The link can be found here:
- [Reading | Pegasus Academy Trust](#)
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.

Words you may hear your child use and what they mean!

Phoneme – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word ‘hat’ has three phonemes – ‘h’ ‘a’ and ‘t’.

Digraph – A combination of two letters representing a single speech sound. For example the ‘sh’ in ‘shape’ or the ‘ee’ in ‘tree’.

Trigraph – A group of three letters representing a single speech sound. For example the ‘igh’ in ‘light’ or the ‘ear’ in ‘near’.

Grapheme – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the ‘s’ sound in sat is represented by the letter s, for a two letter grapheme the ‘ee’ sound in leaf is represented by the letters ea.

Split digraph – This is where another letter comes in between the two letters of the grapheme, changing the sound of the vowel. An example is ‘a-e’ which when used in such words as make or take; the k letter separates the digraph resulting in an ‘ai’ sound being formed.

What is the Phonics Screening Check in Year One?

- Nationally, all children's progress in phonics is assessed at the end of Year One;
- The assessments will be carried out by the class teacher and will be completed in a comfortable 1:1 situation;
- The children will be shown 40 'words'. There will be 20 real words and 20 'alien' words – this is to test their ability to blend words phonetically, not to read the whole word;
- Teachers will record the children's responses on mark sheets;
- This is a statutory national assessment so the marks must be returned to the local authority. Parents will receive the results of the screening with their child's report;
- Those children who have not met the assessment threshold in Year One (32 out of 40) will be re-assessed at the end of Year Two.

Why it is important to read to your child.

When children are concentrating on reading the words they often don't pick up on some of the other things that books offer them.

Children need to hear stories being read well. This is where you come in!

When you read out loud to your child you are modelling:

- using good story language;
- changing your voice for different characters;
- reading with pace and expression;
- using the punctuation;
- self correcting mistakes;
- reading on a little to see how you should read the next few words e.g. whispered, shouted;

Above all, reading to your child is a wonderful experience. There is nothing like a good bedtime story!

Reading Dos and Don'ts

Do

- find a quiet time
- practise frequently for short periods
- use lots of praise
- read to your child
- ask lots of questions
- go to the library
- write in the reading diary every time you read with your child

Don't

- do it when your child is tired
- keep going if your child has lost interest
- get stressed when they get it wrong

Bug Club



Collins
BIG CAT
ebooks

- An online reading programme that gives you access to a selection of reading books to share with your child;
- Your child can enjoy reading books on screen and completing fun quiz questions found in the eBooks;
- The quiz questions will help the children practise their comprehension skills;
- The eBooks are also audio books, so the children can enjoy hearing the stories read aloud;
- **Coming soon – Collins e-books**
- Fully decodable matching a child's secure phonic knowledge
- Teacher allocated and accessible from home

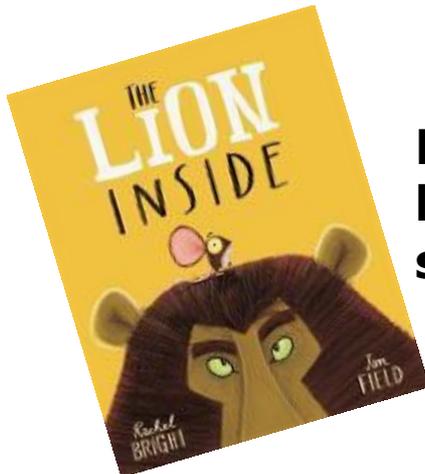


Collins
BIG CAT
ebooks

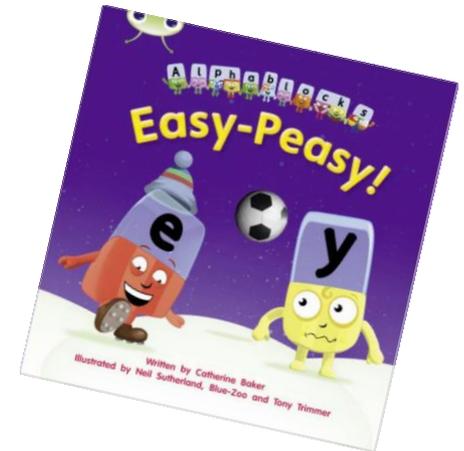
Reading at home



Teacher choice book to practice decoding and fluency



Book corner and library books – to share together



Extra practice books – may need more help



E-books

What do you think might happen next?
How do you think the story might end?

What do you think that word means? Can you think of another word you could use instead?

Who was your favourite character and why?

Can you think of another story with the same/a similar character?

What information have you found out?

What was your favourite part of the story and why?

Questions you could ask to help develop your child's understanding.

Can you describe the setting?

How did the character change from the beginning of the story to the end?

How would you feel if ?

Why did you choose this book?



Cypress Primary Reading Tree

GROWING READERS



Daily reading recorded in Reading Diaries 5 times a week

Individual rewards:

Reception – Bedtime Book Bags

Years 1-6 – specially designed bookmarks to collect

All names go in to a raffle to win new books!

Class rewards:

KS1 – Pyjama book afternoons

KS2 – Reading Café afternoons

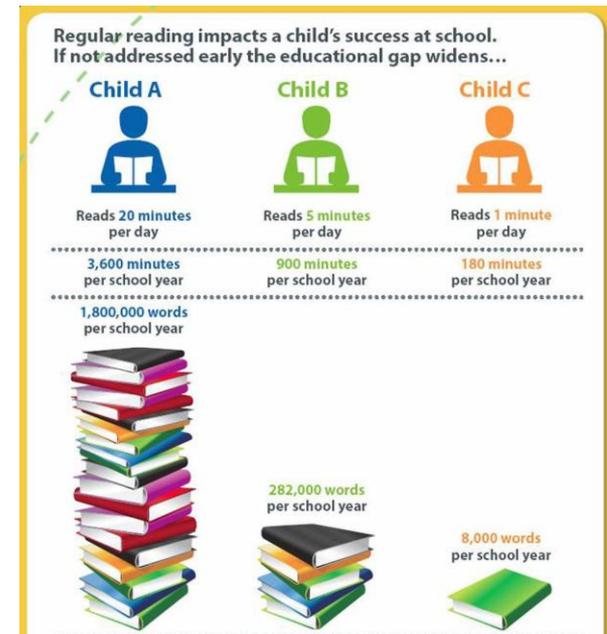


Importance of regular reading

Build up to 20 minutes a day:
Early Years – 10 minutes
KS1 – 15 minutes
KS2 – 20 minutes

What does it do?

- Builds a love of reading
- Reading together is a wonderful way to bond with your child
- Helps them to develop listening skills
- Stimulates their imagination and helps build their understanding of the world
- Daily reading helps teach fluency and build language



Be a role model – get caught reading!!!

Saplings Library



Year One visit Saplings library every week.

Children have a story read to them during library time as well as having time to browse and read on their own.

The library is staffed by parent volunteers.

Children can choose 1 book of their own choice to bring home. Most children like to return and choose a new book each week, however loans are for a maximum of 3 weeks.

Reminder letters are sent out for overdue books

Lost or damaged books incur a £5 charge. This clears the account so your child can start taking books out again.

Library stock and your child's loans can be checked on the library system called Reading Cloud. Each child has their own personal log-in and you can log-in from home. The log-in is at the back of your child's reading diary.

Reading Cloud

The screenshot shows the Reading Cloud homepage with several callout boxes identifying key features:

- My Home Library**: Points to the top navigation bar.
- My Profile**: Points to the user profile icon.
- My Account**: Points to the account settings icon.
- Help Guide**: Points to the help icon.
- My Blog**: Points to the 'My Blog' link in the top left.
- What's on your mind?**: Points to the 'What's on your mind?' section.
- Timeline**: Points to the 'Timeline' section.
- My info**: Points to the 'My info' link in the top right.
- Circulate**: Points to the 'Circulate' button.
- Manage Library / Librarian Only**: Points to the 'Manage Library / Librarian Only' link.
- Personalised Who Next**: Points to the 'Who Next?' section.

The interface includes a search bar, a navigation menu with icons for Home, My Blog, My Home Library, My Profile, My Account, Help Guide, and Circulate. The main content area features a 'What's on your mind?' section with a search bar and a 'Post' button, a 'Timeline' section with user posts, a 'Who Next?' section with book recommendations, a 'Star Review' section for 'Wolf Brother', a 'Featured Author' section for 'Jacqueline Wilson', and a 'Trending' section with a word cloud.

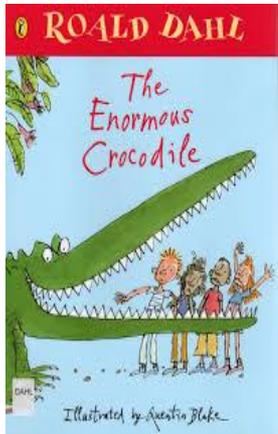
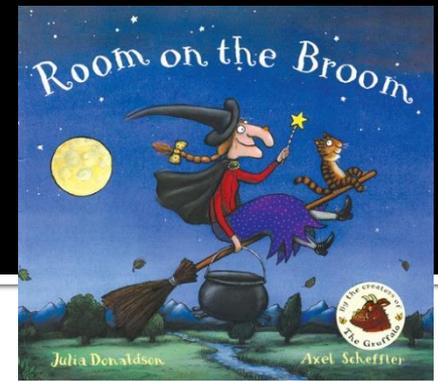
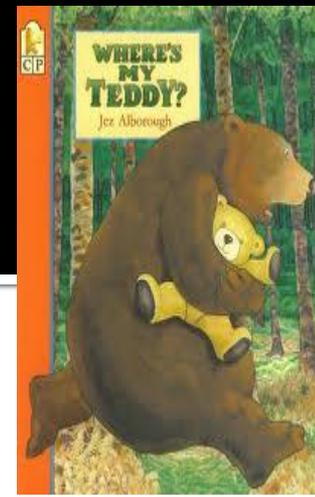
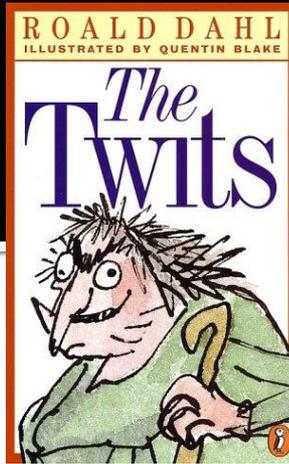
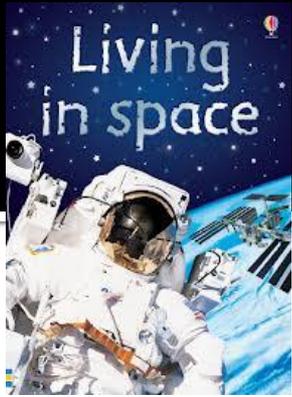
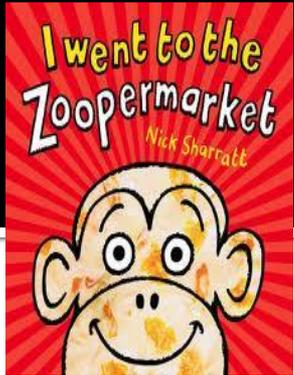
Login ✖

User name

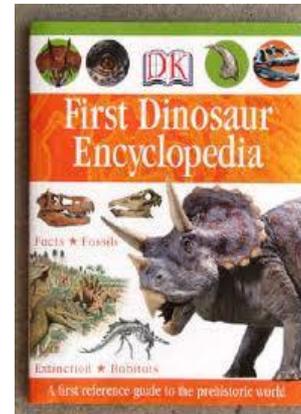
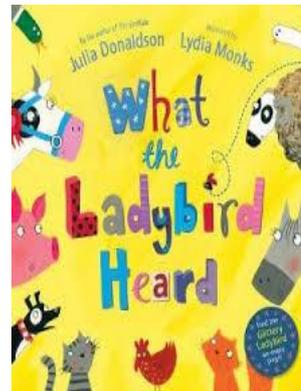
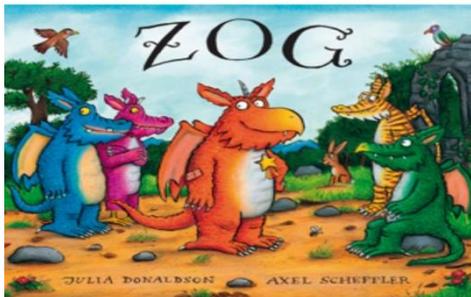
Password

School

The login form is presented within a light blue cloud graphic. It includes a search icon, a language dropdown set to 'English', and a 'Log Off' link. The 'User name' and 'Password' fields are standard text and password inputs, respectively. The 'School' field is a dropdown menu. An 'OK' button is located to the right of the password field.



Make reading fun!



Writing in Year One

By the end of year one children need to:

- sequence ideas in writing (stories, instructions, letters, descriptions etc);
- Check writing makes sense by reading aloud;
- Use capital letters and full stops correctly on most sentences;
- Use capital letters for names, places and days of the week;
- Begin to use question marks and exclamation marks;
- Use phonics to spell words;
- Spell many common exception words correctly;
- Use –s, -es, -ed, -er and –est with increasing accuracy;
- Begin to form lower case letters correctly.

Handwriting

Handwriting families

a c d g o q

b h k m n p r

i j l t u y

e f

N W

X Z S

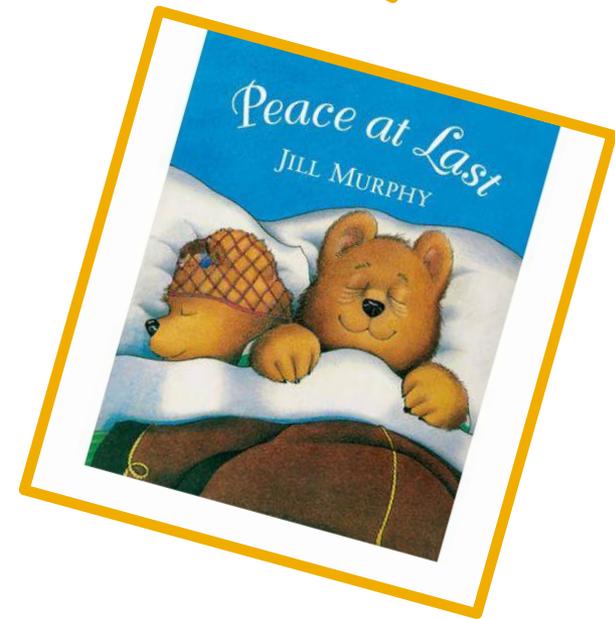
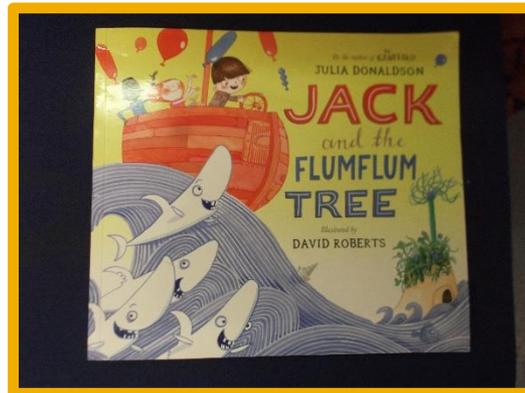
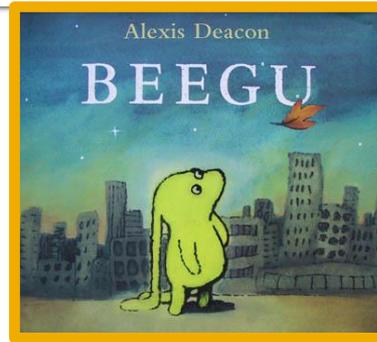
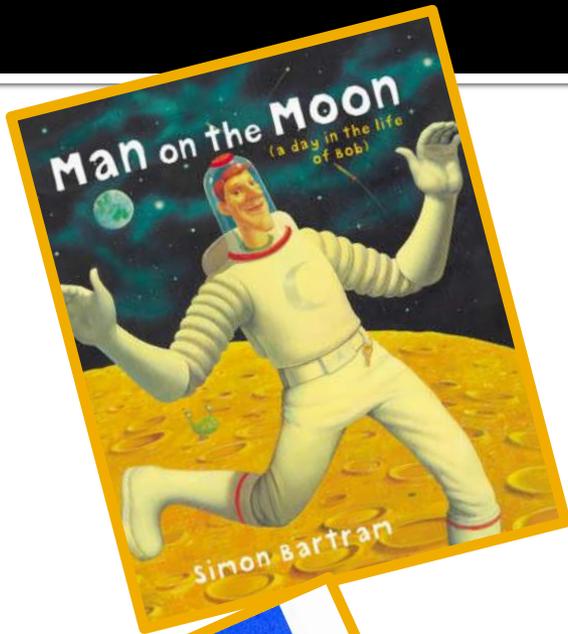
A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

Year 1 common exception words

he	she	we	be	me
go	no	so	my	I
was	the	said	come	some
you	his	are	do	of
to	is	full	pull	push
here	there	where	they	today
has	put	by	your	our
once	ask	house	says	were
friend	school	one	love	
Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday			
one	two	three	four	five
six	seven	eight	nine	ten

Brilliant books!



Moon Day!



Toy workshop



African market and the Horniman Museum



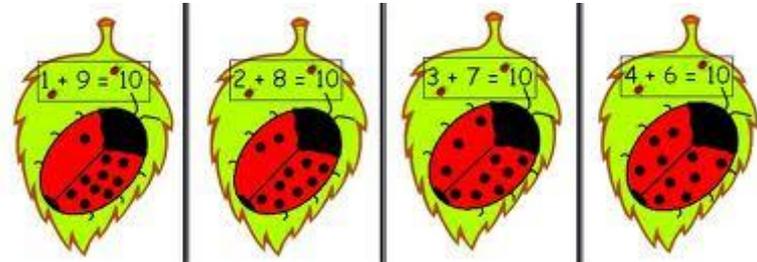
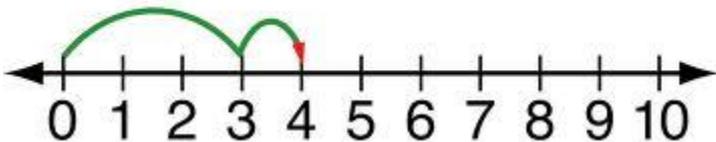
Ways to help your child at home

- Practise spelling the common exception words;
- Get them to write for meaningful reasons – invitations, shopping lists, a diary etc.



Maths in Year One

$$3 + 1 = 4$$



How children learn maths in Year One

Variation

This means showing the same concept in a variety of ways, including concrete (objects), pictorial and abstract (numerals and symbols).

What equation matches the dots?

$8 + 2 = 10$ $7 + 3 = 10$

$6 + 4 = 10$ $4 + 6 = 10$



Fluency

This means knowing and applying the number facts and using correct mathematical language.

How children learn in Year One.

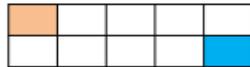
The big ideas

- Reasoning and problem-solving

This means explaining their understanding and being able to solve challenges such as 'True or False', 'Prove it', 'What is the same/different?'.

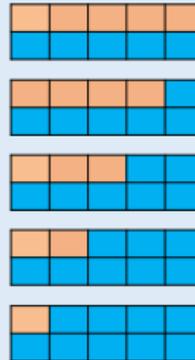
Beth needs to colour in the boxes in two different colours.

One box of each colour has been coloured.



How many different ways can she colour the boxes?

Possible answers:



This can also be the other way where there are 9 oranges and 1 blue, 8 oranges and 2 blues, 7 oranges and 3 blues, 6 oranges and 4 blues.

What children learn in Year One.

Counting and understanding number

Children will learn to:

- count to and across 100, forwards and backwards from any given number;
- read and write numbers to 100 in numerals;
- read and write numbers from 1 to 20 in words;
- count in multiples of twos, fives and tens;
- identify one more and one less than any given number;
- identify and represent numbers using objects and pictorial representations including the number line;
- use the language of equal to, more than, less than (fewer), most, least;

Ways to help your child at home

- As practically as possible!
- Use number cards or dice;
- Create a 'washing line' to order the numbers;
- Use objects for the counting (children may need to line them up in a straight line to begin with;
- Play board games such as snakes and ladders.

Knowing and using number facts

Children will learn to:

- know all pairs of numbers with a total of 5, 6, 7, 8, 9 and 10 (number bonds);
- know the doubles of all numbers to at least 10;
- represent and use number bonds and related subtraction facts within 20;

Ways to help your child at home

- As often as possible!
- Counting using objects, cubes, compare bears etc
- Roll a dice – how many more to make 10?
- Computer games
- Draw ladybirds etc and put the correct number of spots on both sides
- Recognise patterns in number e.g. If I know $3 + 7 = 10$, I also know $7 + 3 = 10$ and $10 - 7 = 3$ as well as $10 - 3 = 7$

Number Bonds

To 5

$5 + 0 \quad 0 + 5$

$4 + 1 \quad 1 + 4$

$3 + 2 \quad 2 + 3$

To 6

$6 + 0 \quad 0 + 6$

$5 + 1 \quad 1 + 5$

$4 + 2 \quad 2 + 4$

$3 + 3$

To 7

$7 + 0 \quad 0 + 7$

$6 + 1 \quad 1 + 6$

$5 + 2 \quad 2 + 5$

$4 + 3 \quad 3 + 4$

To 8

$8 + 0 \quad 0 + 8$

$7 + 1 \quad 1 + 7$

$6 + 2 \quad 2 + 6$

$5 + 3 \quad 3 + 5$

$4 + 4$

To 9

$9 + 0 \quad 0 + 9$

$8 + 1 \quad 1 + 8$

$7 + 2 \quad 2 + 7$

$6 + 3 \quad 3 + 6$

$5 + 4 \quad 4 + 5$

To 10

$10 + 0 \quad 0 + 10$

$9 + 1 \quad 1 + 9$

$8 + 2 \quad 2 + 8$

$7 + 3 \quad 3 + 7$

$6 + 4 \quad 4 + 6$

$5 + 5$

Calculating

Children will learn to:

- relate addition to counting on (1 more than is the same as +1, 2 more is +2 etc);
- recognise and use the +, - and = signs;
- add and subtract one-digit and two-digit numbers to 20, including zero;
- understand subtraction as 'take away';
- find the difference by counting on;
- solve practical problems that involve addition and subtraction, using objects and pictorial representations;
- use correct vocabulary;

Ways to help your child at home

- A variety of ways!
- Physically adding and subtracting objects;
- Fingers;
- Using a number line (make sure the children don't count the number they are already on as this will make them one out every time!);
- Putting the 'larger' number in our head and counting on;

Multiplication and division

Children will learn to:

- Solve one-step problems involving multiplication and division by calculating the answer using objects, pictorial representations and arrays with the support of the teacher;

Ways to help your child at home

- Using 'real life' situations e.g. 'If Paul has 12 cakes and shares them between 2 friends, how many cakes will each friend get?';
- Using cubes, objects, hoops and plates;
- Drawing the objects and finding the total.

Shape, measure, money and time

- Children will learn to:
- Compare, describe and solve practical problems;
- Measure and begin to record measures and time including sequencing events in chronological order;
- Recognise and know the value of different denominations of coins and notes;
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Useful websites

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

www.letters-and-sounds.com

www.phonicsplay.co.uk

www.bbc.co.uk/cbeebies (search for alphablocks)

www.twinkl.co.uk

www.ictgames.com

www.mathszone.co.uk

www.pegasusacademytrust.org