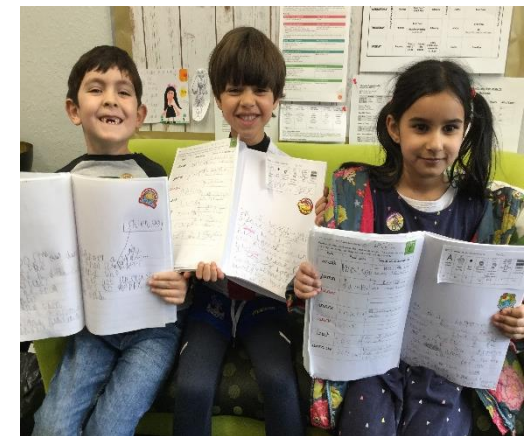




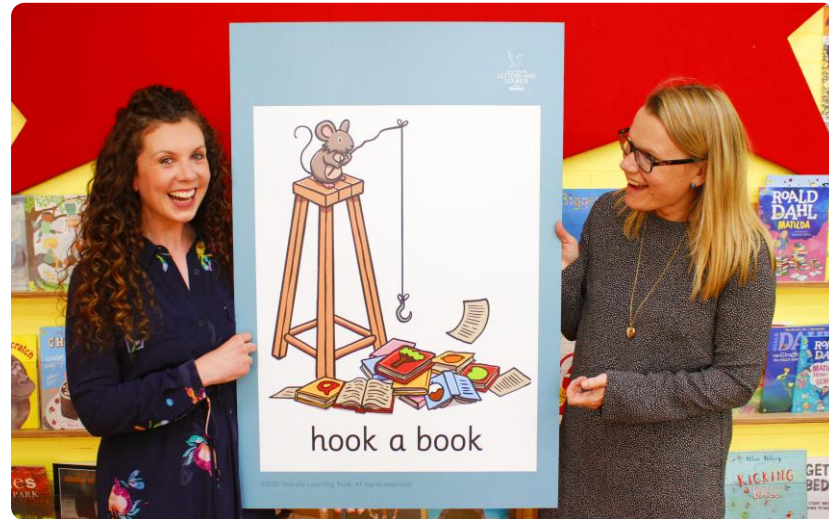
Year 1 Curriculum Meeting September 2022



Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

”

“

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

”

We teach phonics in a particular order so gradually your child learns the entire alphabetic code.












Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s		Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a		Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i		pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j		Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v		Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say it without	Down and round the yo-yo, then follow the string sound



Phonics terminology

Phoneme

Grapheme

Digraph

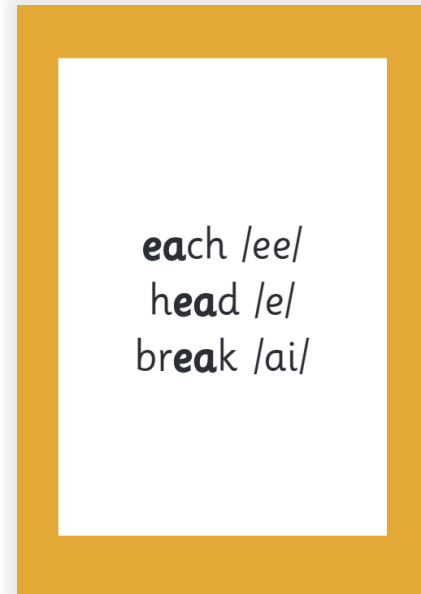
Trigraph

Split vowel digraph

Blend

Segment

Reading and spelling



Look at all the different ways to write the phoneme sh:

shell
chef
special

caption
mansion
passion

Tricky words

Learning to read and write tricky words by learning which parts are tricky, for example 'could' or 'when'.

Spelling

Say the word.
Segment the sounds.
Count the sounds.
Write them down.

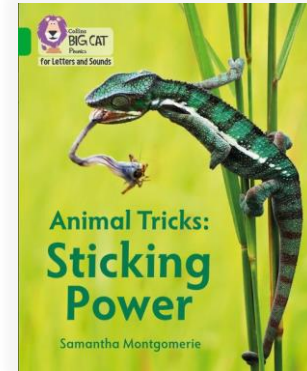
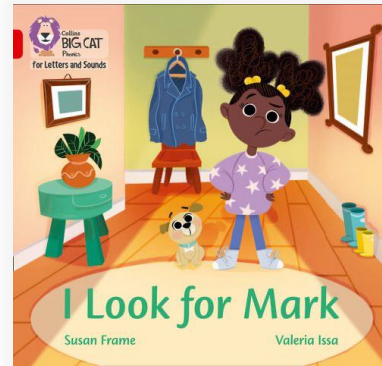


How do we teach reading in books?



Reading Practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



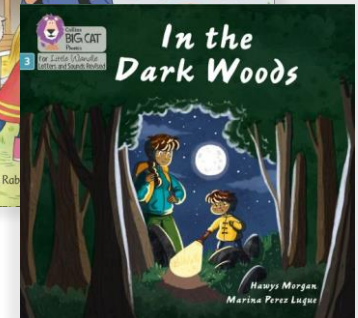
We use assessment to match your child to the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Listening to your child read their phonics book (eCollins books)



- Your child should be able to read their book without your help, because they've read it three times during the week.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”



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.



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**







**Phase 3 sounds taught in
Reception Spring 1**

What is the Phonics Screening Check (PSC) in Year 1?

- Nationally, all children's progress in phonics is assessed at the end of Year One. Assessments are carried out by the class teacher, in a comfortable 1:1 situation.
- The children will be shown 40 'words': 20 real words and 20 'alien' words. This tests their ability to blend words phonetically.
- This is a statutory national assessment so the marks must be returned to the local authority. Parents will receive the results with their child's end of year report.
- Those children who have not met the assessment threshold in Year One will be re-assessed at the end of Year Two and will receive additional intervention and support.

Section 2

brend	
throst	
stret	
spraw	

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Section 2

label
vanish
blossom
thankful

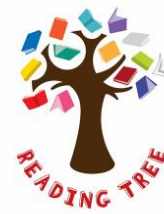
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Bug Club

- 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.



- Fully decodable matching a child's secure phonic knowledge
- Teacher allocated and accessible from home



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



Saplings Library



- Year One visit Saplings library every week, which is staffed by parent volunteers.
- Children have a story read to them during library time as well as having time to browse and read on their own.
- 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 and 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

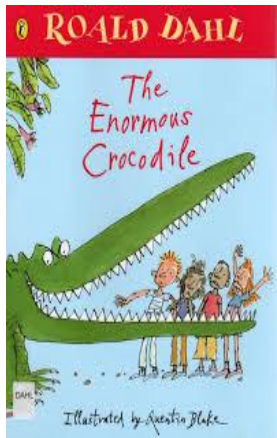
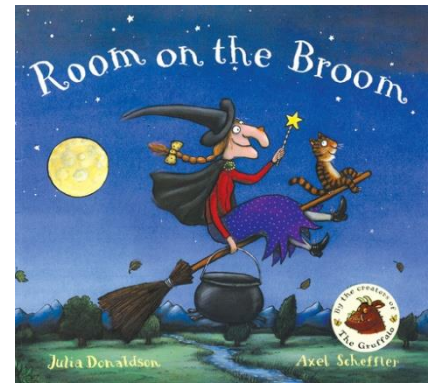
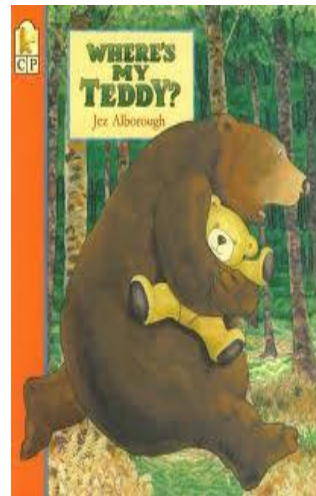
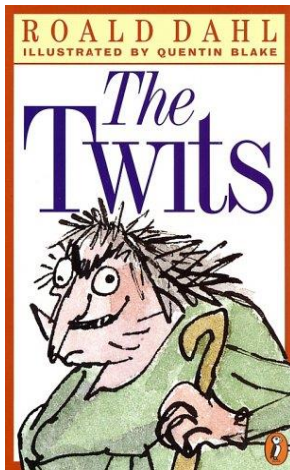
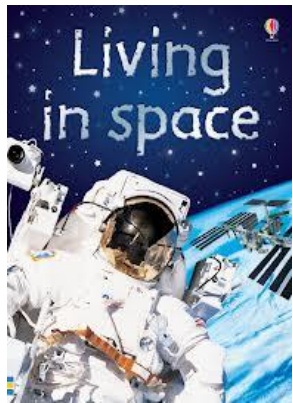
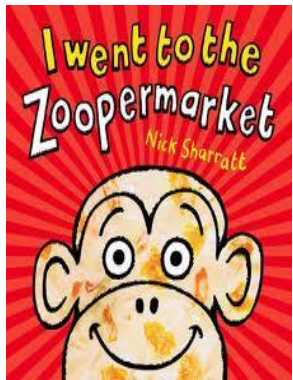
The screenshot shows the Reading Cloud dashboard for a user named 'styn-ton'. The interface includes a top navigation bar with 'My Home Library', 'My Profile', 'My Account', and 'Help Guide'. Below this is a search bar and a 'Who is online?' section. The main content area is divided into several sections: 'What's on your mind?' with a post about school holidays, a 'Timeline' of recent activity, 'Who Next?' with book recommendations, 'Star Review' for 'Wolf Brother', 'Featured Author' for 'Jacqueline Wilson', and a 'Trending' word cloud. Callout boxes point to various elements: 'My Blog' (top left), 'What's on your mind?' (left), 'Timeline' (left), 'My Home Library' (top), 'My Profile' (top), 'My Account' (top), 'Help Guide' (top), 'My info' (top right), 'Circulate' (middle right), 'Manage Library / Librarian Only' (middle right), 'Personalised Who Next' (middle right), and 'Who is online?' (top right).

Login

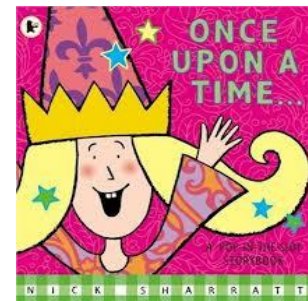
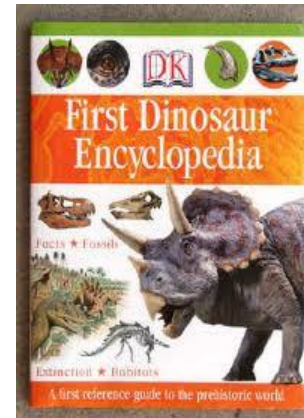
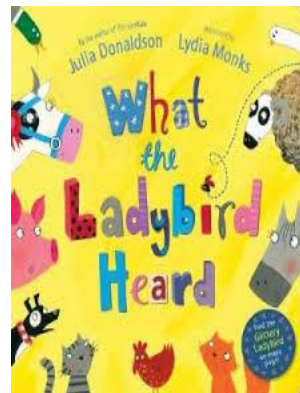
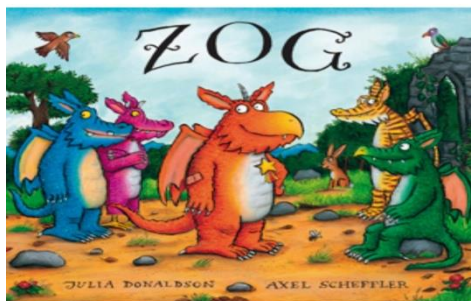
User name

Password

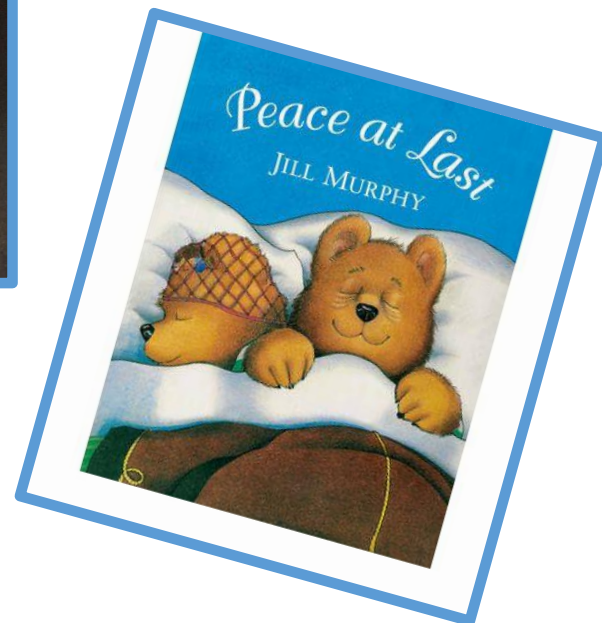
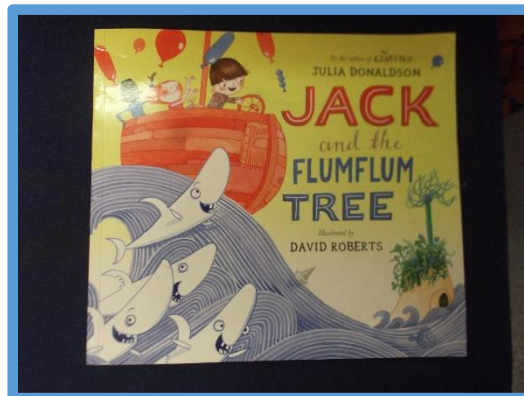
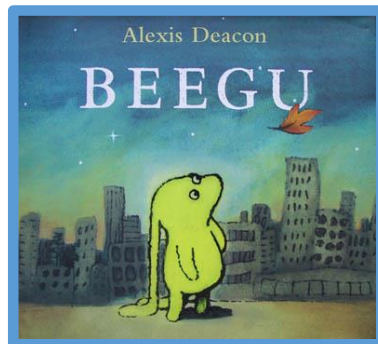
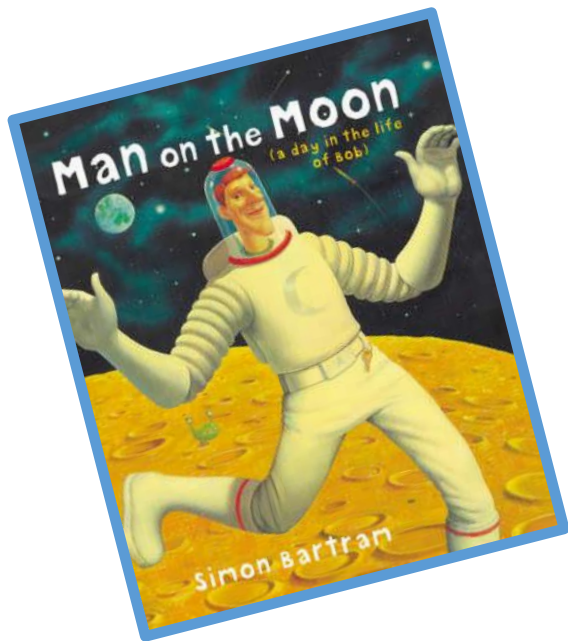
School



Make reading fun!



Brilliant books!

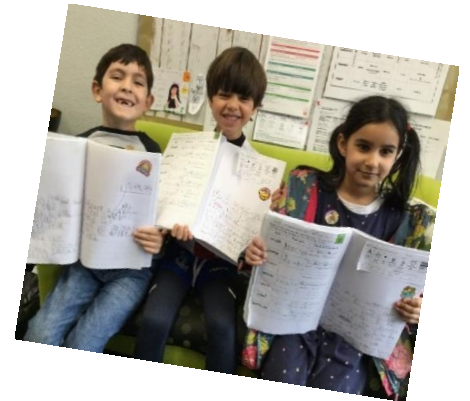




Writing in Year One

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.




Give your child meaningful reasons to write at home - invitations, shopping lists, a diary etc.



Handwriting

Curly caterpillar letter family




c a d o s
g q e f

PENPALS for Handwriting

Supported by the National Handwriting Association

Long-legged giraffe letter family

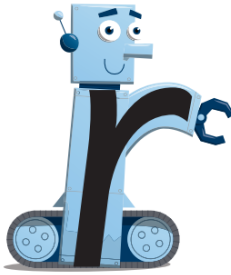


l i t
u j y

PENPALS for Handwriting

Supported by the National Handwriting Association

One-armed robot letter family



r b n h
m k p

PENPALS for Handwriting

Supported by the National Handwriting Association

Zig-zag monster letter family



z u w x

PENPALS for Handwriting

Supported by the National Handwriting Association



Year 1 common exception words

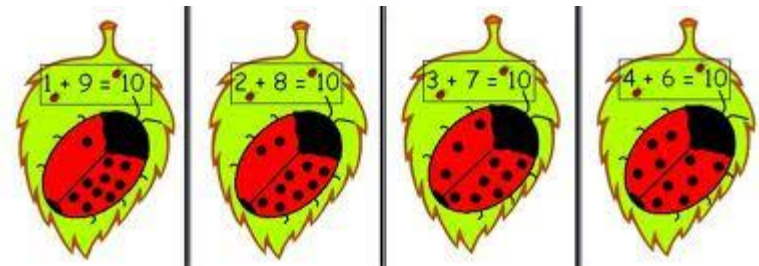
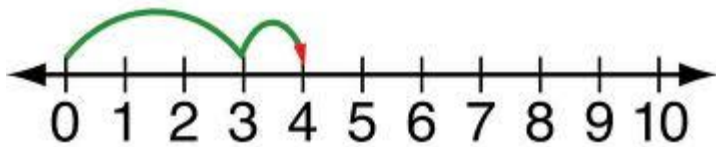
Encourage your child to practise these at home

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



Maths in Year One

$$3 + 1 = 4$$



How children learn maths in Year One

The big ideas

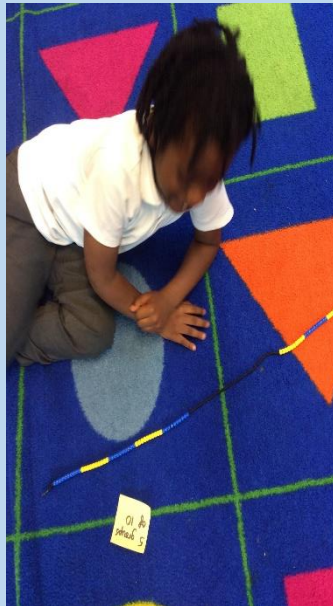
Variation

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 maths in Year One.

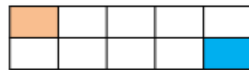
The big ideas

- 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?'.

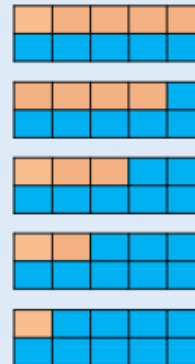
Beth needs to colour in the boxes in two different colours.

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.

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.

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.



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.



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.



Ways to help your child at home



- Use number cards or dice, play games such as ‘snakes and ladders’;
- Create a ‘washing line’ to order the numbers, or a number line;
- Use objects when counting (children may need to line them up in a straight line to begin with);
- Count steps, objects, recognise patterns, compare amounts and ‘talk maths’ in your day to day conversations;
- Sing number songs;
- Roll a dice – how many more to make 10?
- Computer games or apps;
- 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 $10 - 3 = 7$
- Physically adding and subtracting objects around the house, sharing sweets etc;
- Putting the ‘larger’ number in our head and counting on.



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

<https://nrich.maths.org/>



Moon Day!



Toy workshop



Horniman
Museum



Science
Museum

