



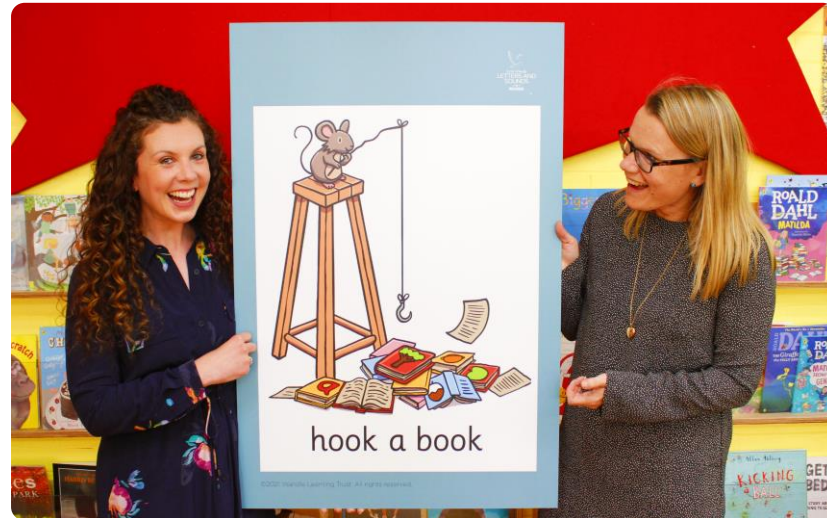
Year 1 Curriculum Meeting September 2023



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 s	 snake	Show your teeth and let the s hiss out ssssss sssss	Down the snake from head to tail.
a a	 astronaut	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 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
p p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
x x	 box	Mouth open, then push the es/x sound through as you close your mouth es es es (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
y y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth y y y	Down, around the yo-yo and curl round the string.
z z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.





Phonics terminology

Phoneme

Grapheme

Digraph

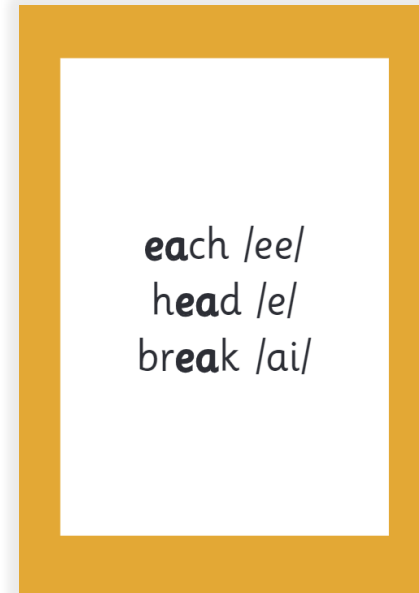
Trigraph

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.

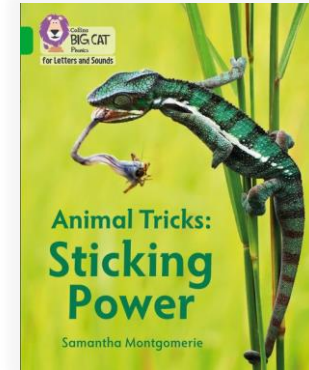
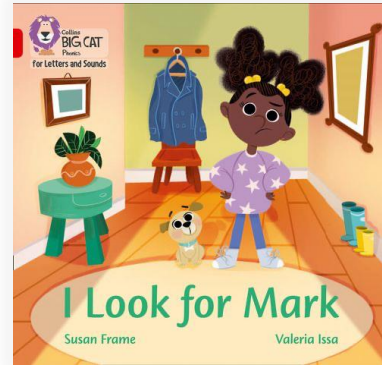


How do we teach reading in books?



Reading Practice sessions are:

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



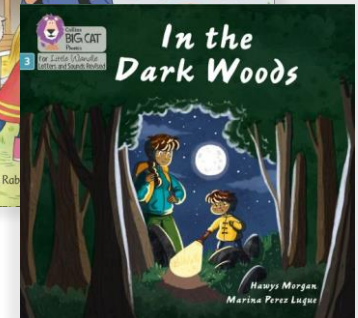
We use assessment to match your child to the right level of book

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.



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**

Developing a culture of reading



Teacher's choice book






- Fully decodable matching a child's secure phonic knowledge
- Teacher allocated and accessible from home
- A Big Cat book matched to your child's level
- An online reading programme that gives you access to a selection of reading books to share with your child

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	

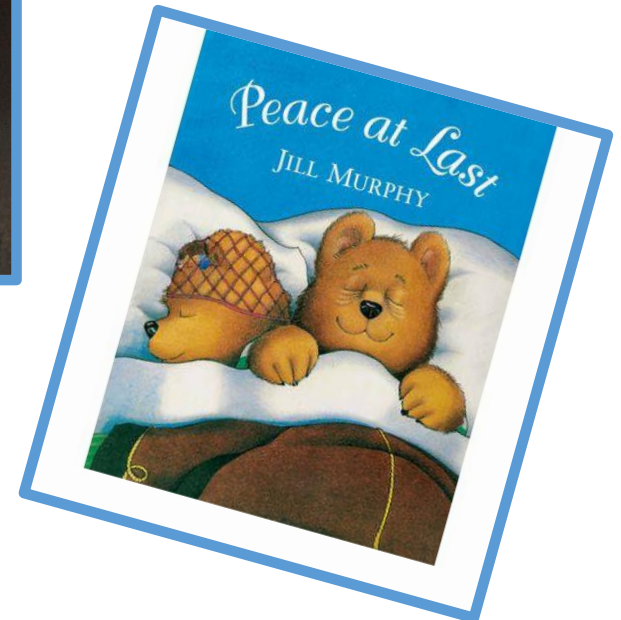
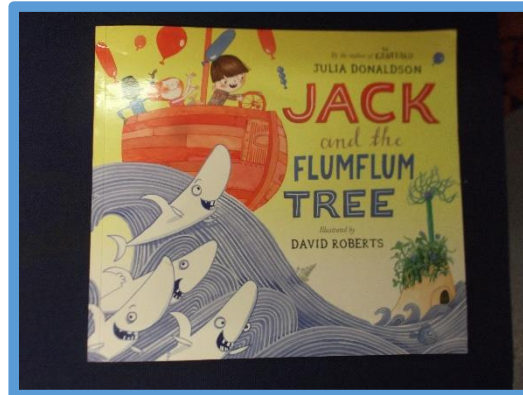
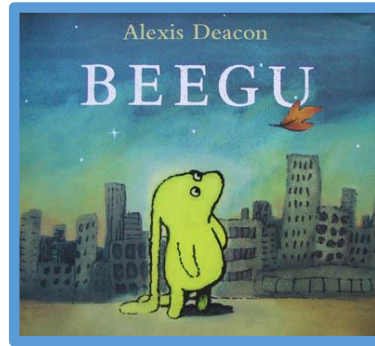
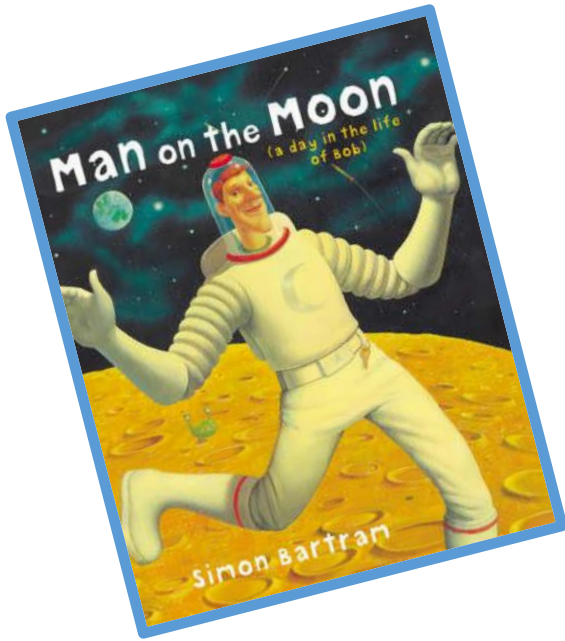
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Section 2

label
vanish
blossom
thankful

Page 21 of 24

Brilliant books!

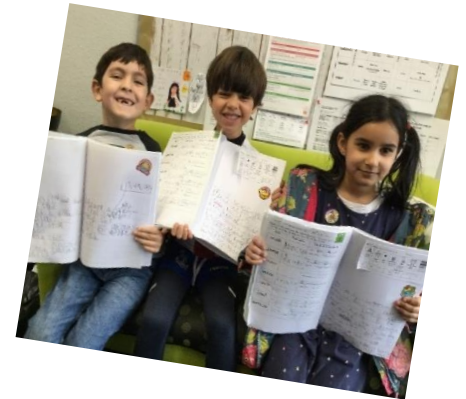




Writing in Year One

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

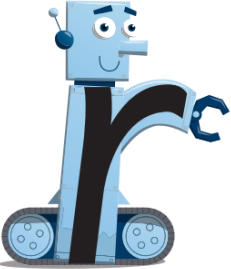


l i t
u j y

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

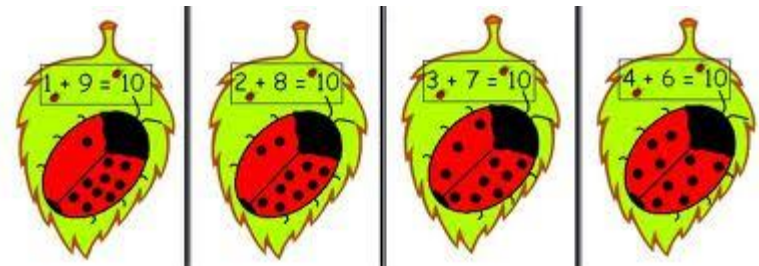
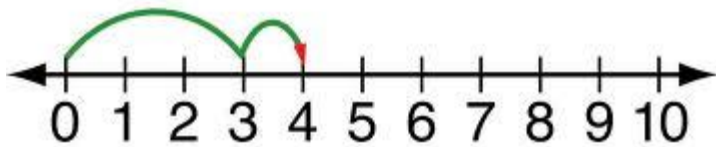
Encourage your child to practise these at home

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

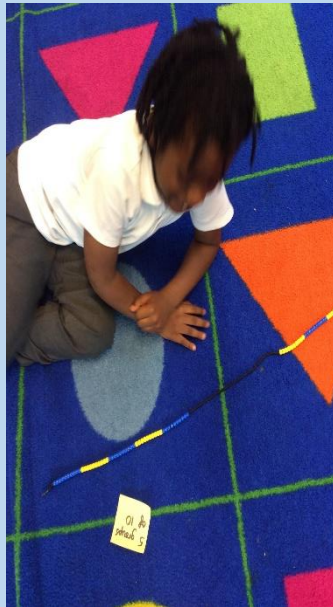
Variation

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.

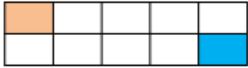
The big ideas

- 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?'.

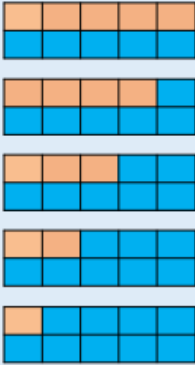
Beth needs to colour in the boxes in two different colours.

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 practical, pictorial and abstract representations;
- use the language of equal to, greater than/less than, more than/fewer than.



Addition and Subtraction

Children will learn to:

- relate addition to counting on and subtraction to counting back
- recognise and use the +, - and = signs;
- add and subtract one-digit and two-digit numbers to 20, including zero;
- solve practical problems that involve addition and subtraction, using objects and pictorial representations;
- know all pairs of numbers with a total of 5, 6, 7, 8, 9 and 10;
- represent and use number bonds and related subtraction facts within 20;
- know the doubles of all numbers to at least 10.

Number bonds to 9

$$9 + 0 \quad 0 + 9$$

$$8 + 1 \quad 1 + 8$$

$$7 + 2 \quad 2 + 7$$

$$6 + 3 \quad 3 + 6$$

$$5 + 4 \quad 4 + 5$$

Multiplication and division

Children will learn to:

- Find halves and quarters of shapes and quantities
- Make groups of 2s, 5s and 10s and represent them as arrays
- Solve one-step problems involving multiplication and division



Shape, measure, money and time

Children will learn to:

- Name common 2D and 3D shapes and describe their properties
- Compare and measure size, mass and capacity
- Describe the position of objects
- 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



Studybugs qr code – Scan here

