


# Year One curriculum meeting

Information for parents

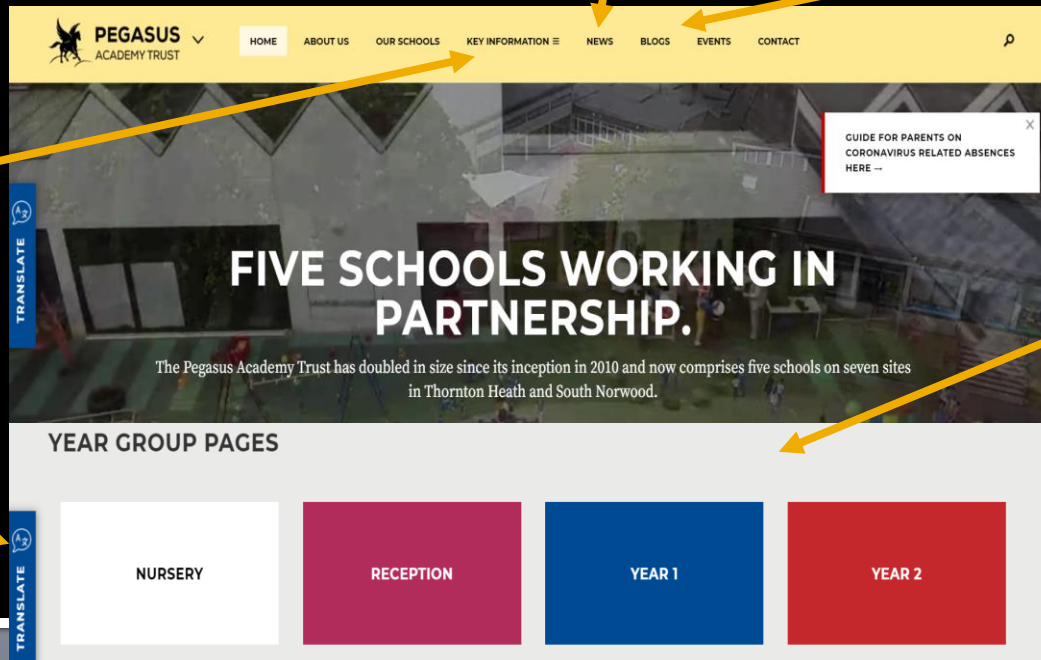
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[www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)  
There is a wealth of information and guidance on our website.

Please keep an eye on our latest news stories, which also feed onto our Twitter account @PegasusAcademy 

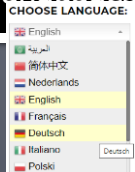
This year we are developing blogs for each class where home learning and homework may be posted.

The 'key information' section of the website is useful for information about: curriculum and assessment; term dates; policies; breakfast/after school club etc.




On the homepage you'll find the year group pages. Home learning may be posted here in the event a class, year group or school has to isolate.

Pages on the website can now be translated into 12 different languages.



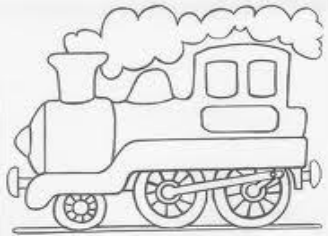
Children's passwords and logins can be found in their reading diaries

**ch**



**ACTION**  
 Clap the hands together, then say the sound of the letters 'ch'.

choo-choo  
 chick  
 church  
 chop  
 chips




ch



# Phonics in Year One




**T t**



**ACTION**  
 Clap the hands together, then say the sound of the letters 't'.

tennis  
 teddy  
 top  
 hit  
 cat



t

In our school we use the letters and sounds synthetic phonics programme.  
This has 6 phases. The children in Year One are typically working from Stage 3 to Stage 5.

### **Phase 2**

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

### **Phase 3**

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear,  
air, ure, er

### **Phase 4**

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as steep, tree, trail, train and compound words such as lunchbox, helpdesk, windmill, treetop, starlight, desktop,

## **Phase 5**

In Phase Five, children will learn more graphemes and phonemes. 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.

## **Phase 6**

At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

# 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.

# Using phonics to read words

- Children use phonics as a strategy for reading;
- They blend the phonemes together to 'decode' the word;
- Using 'sound buttons' really helps the children to understand the difference between a single sound phoneme and a digraph. It is especially useful for split digraphs such as mine or cake;
- Children need to use the 'pure' sounds. It is not 'muh' 'ah' 'tuh' it is 'm' 'a' 't';
- Websites [www.letters-and-sounds.com](http://www.letters-and-sounds.com)  
[www.jollylearning.co.uk](http://www.jollylearning.co.uk)  
[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies) then search alphablocks  
[www.mrthorne.com](http://www.mrthorne.com) or search YouTube for Mr Thorne  
[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

# 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 (this year that was 32 out of 40) will be re-assessed at the end of Year Two.



# Reading in Year One

By the end of year one children need to:

- Use phonic knowledge to work out unfamiliar words;
- Read year one common exception words (words that cannot be sounded out);
- Read common suffixes (-s, -es, -ing, -ed, -er, -est);
- Read age appropriate books with increasing confidence and fluency;
- Explain their understanding of what is read to them;
- To make predictions based on what has been read so far;
- To discuss word meanings, linking meanings to those already known.

# Cypress Accelerated Reading

## *Encouraging and celebrating daily reading*

- Reading books are organised into colour book bands and children should bring a reading book in their colour band home everyday.

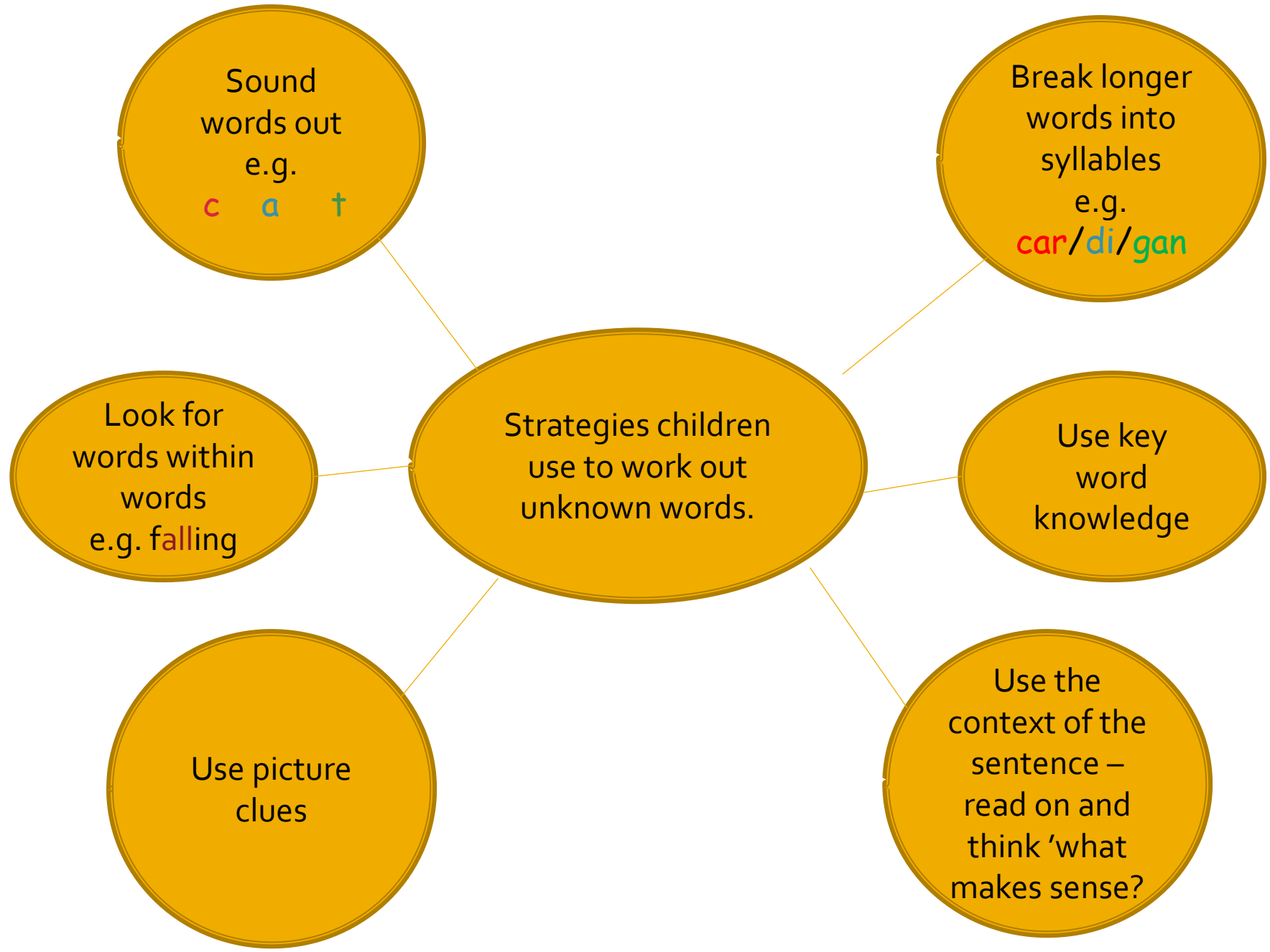


- Record *any* reading in the reading diary (including Bug Club, library books etc).
- Staff will monitor for daily reading and keep a running total.
- Rewards are given out for 30 books (bronze), 60 books (silver) and **100** books (gold)!!!!

# 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;
- Your child's Bug Club log-in is at the back of the reading diary.





Sound words out  
e.g.  
c a t

Break longer words into syllables  
e.g.  
car/di/gan

Strategies children use to work out unknown words.

Use key word knowledge

Use the context of the sentence – read on and think ‘what makes sense?’

Use picture clues

Look for words within words  
e.g. falling

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?

# 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!

# 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 website interface with several callout boxes pointing to specific 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 navigation.
- 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 navigation.
- Circulate**: Points to the 'Circulate' button.
- Manage Library / Librarian Only**: Points to the 'Manage Library / Librarian Only' button.
- 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 book reviews, a 'Star Review' section for 'Wolf Brother', a 'Featured Author' section for 'Jacqueline Wilson', and a 'Trending' section with a word cloud.

**Login** ✖

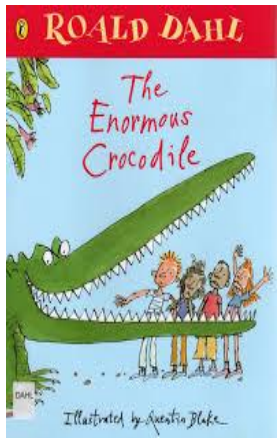
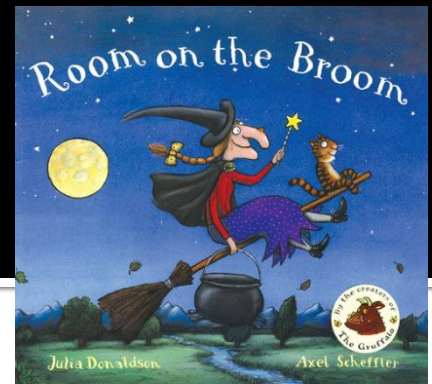
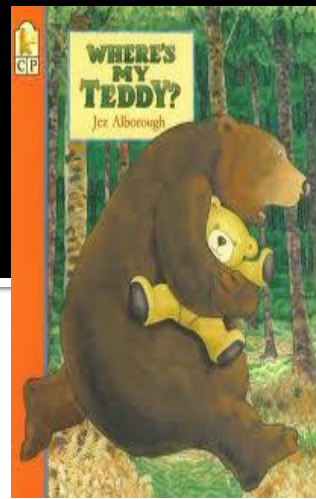
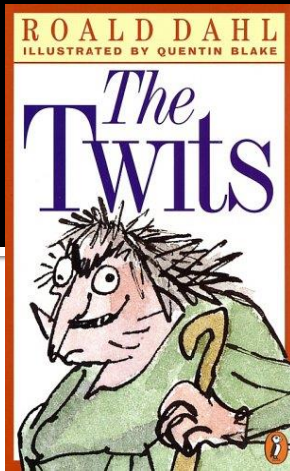
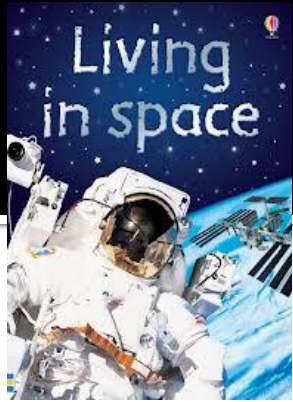
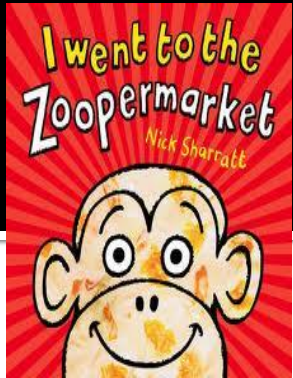
User name

Password

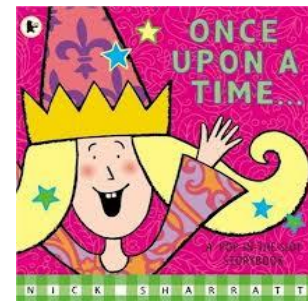
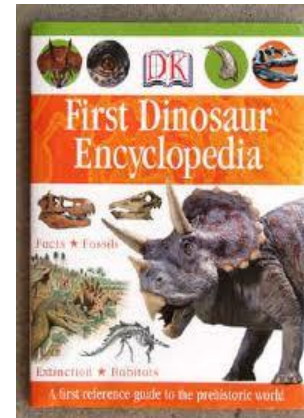
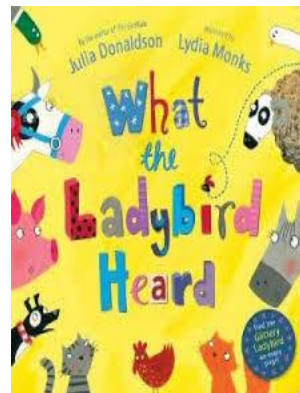
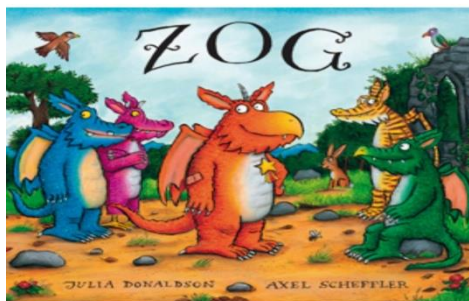
School

The login form is presented within a cloud-shaped graphic. It includes a search icon, a 'Log Off' link, and a 'Who is online?' notification area.





Make reading fun!



# 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

# 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

v w

x z s

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

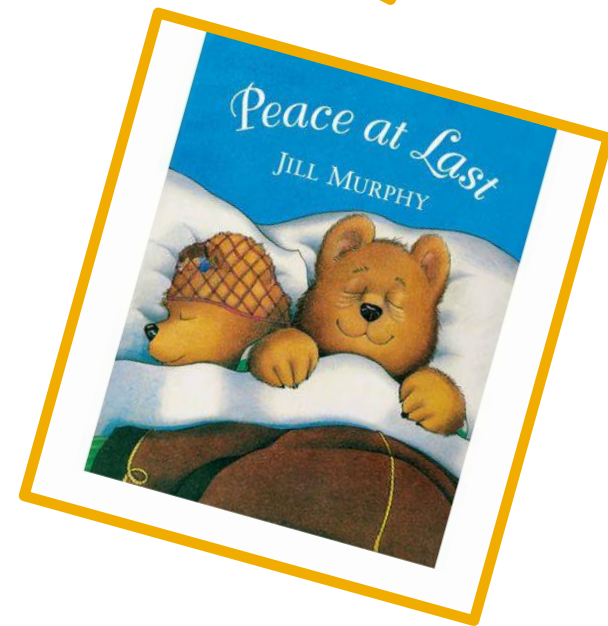
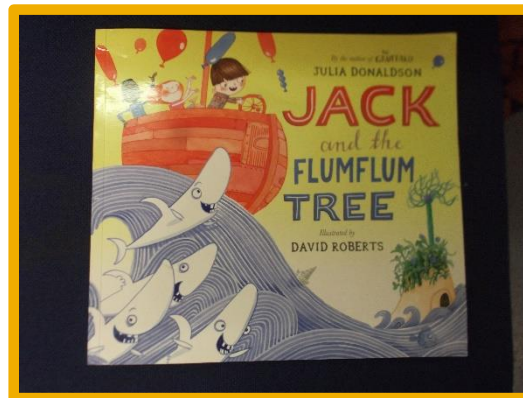
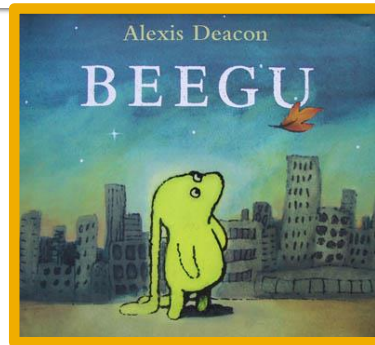
O P Q R S T U V W X Y Z

# 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

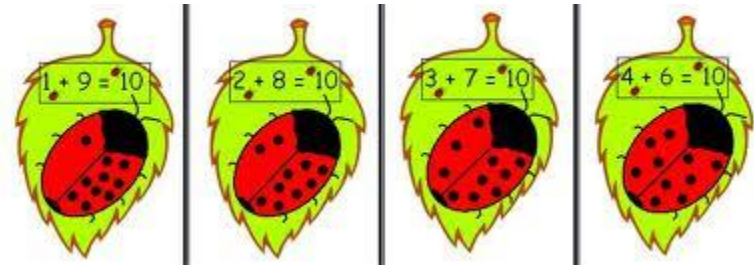
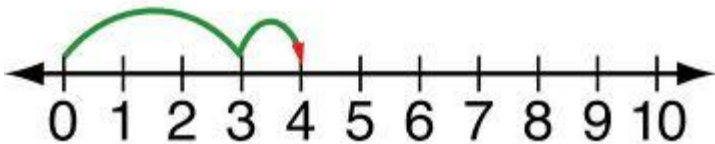
- Practise spelling the common exception words;
- Get them to write for meaningful reasons – invitations, shopping lists, a diary etc.





# Maths in Year One

$$3 + 1 = 4$$



# How children learn maths in Year One

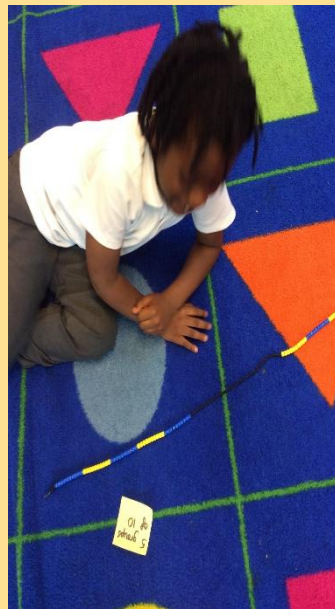
## Variation

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.

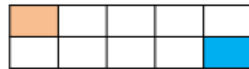
## The big ideas

- 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?'.

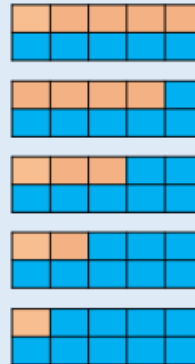
Beth needs to colour in the boxes in two different colours.

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

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies) (search for alphablocks)

[www.twinkl.co.uk](http://www.twinkl.co.uk)

[www.ictgames.com](http://www.ictgames.com)

[www.mathszone.co.uk](http://www.mathszone.co.uk)

[www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)