

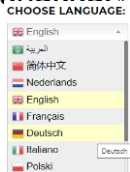
[www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)  
There is a wealth of information and guidance on our website.

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



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

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




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

Year One curriculum

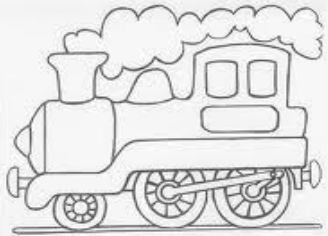
**Information for parents**

**ch**



**ACTION**  
 Clap the hands together and say 'ch'.

choo-choo  
 chick  
 church  
 chop  
 chips




ch



# Reading and Phonics in Year One




**T t**



**ACTION**  
 Clap the hands together and say 't'.

tennis  
 teddy  
 top  
 hit  
 cat



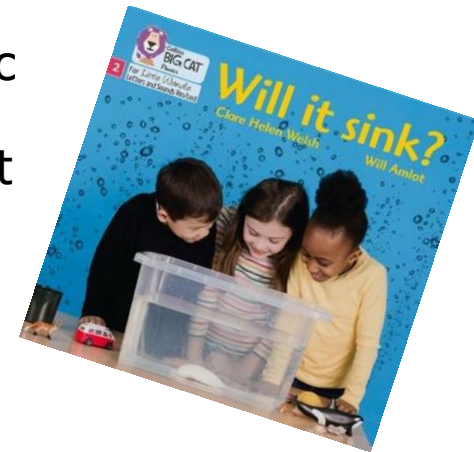
t



# 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 ce 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 zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 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	 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* al*
 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.



# Supporting your child with phonics



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



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



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

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

# 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’.

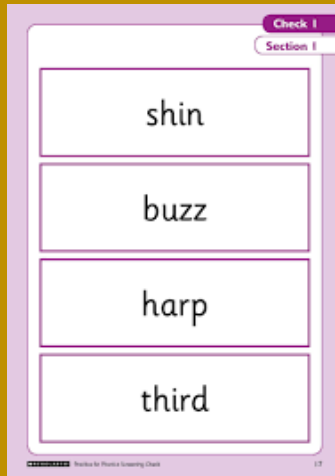
**Trigraph** – A group of three letters representing a single speech sound. For example the ‘igh’ in ‘light’ or the ‘ear’ in ‘near’.

**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;



# What is the Phonics Screening Check in Year One?

- 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.

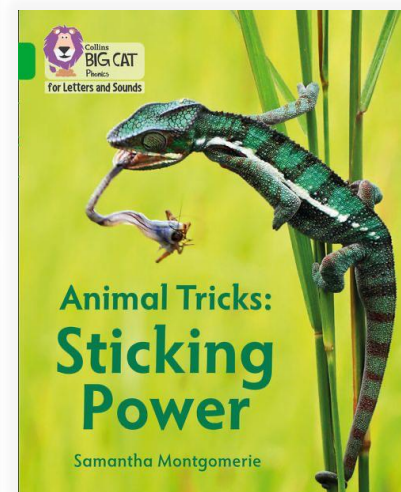
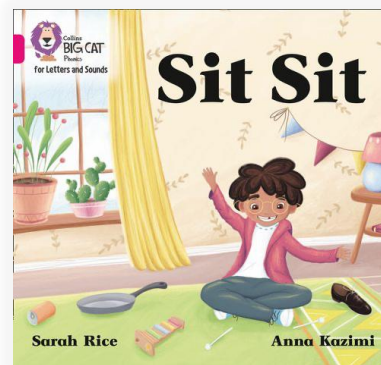
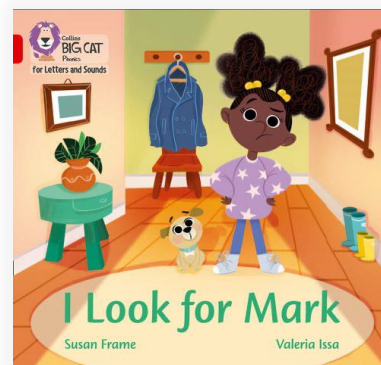
# Reading in Year One

By the end of year one children need to:

- Use phonic knowledge to work out unfamiliar words;
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;
- 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.

# 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 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.



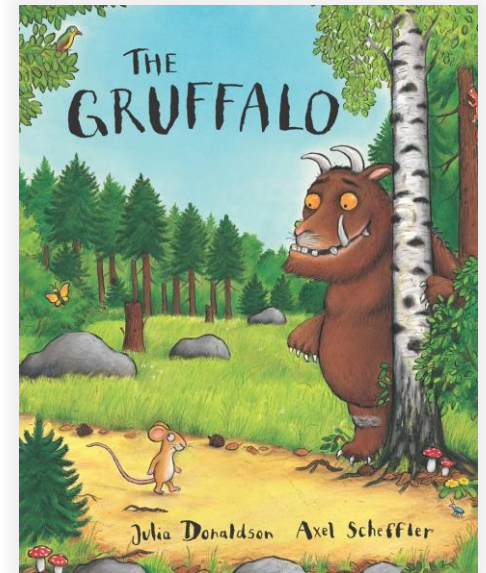
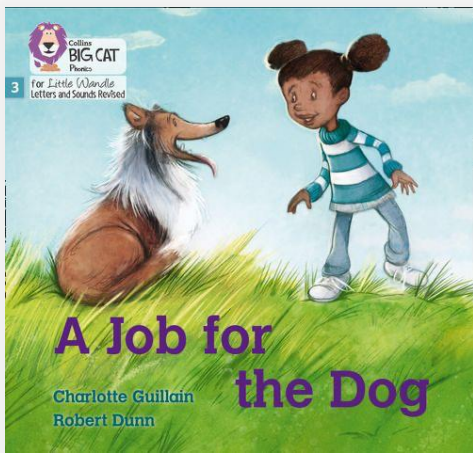


# Big Cat phonic books



- Fully decodable matching a child's secure phonic knowledge
- Teacher allocated and accessible from home
- Will be a copy of the book they have been reading in school so the children should be confident reading them
- The user name and password are in the front of the reading diary

# Books going home



# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- 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

# 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;

# Reading at home

Support for phonics

How we teach

Support for reading

## Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

### Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

### Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

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.

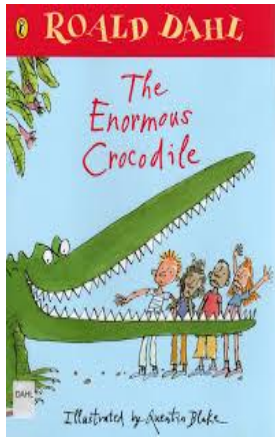
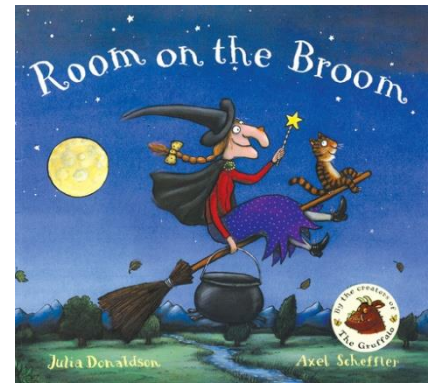
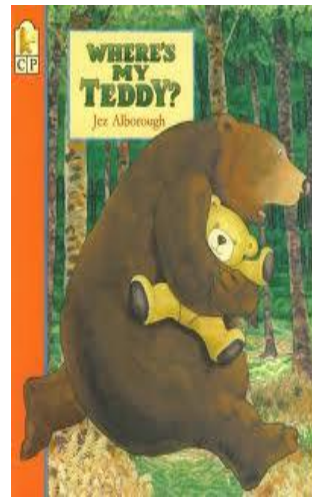
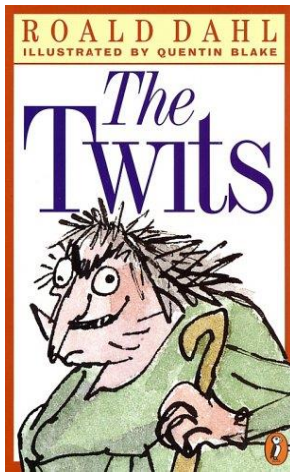
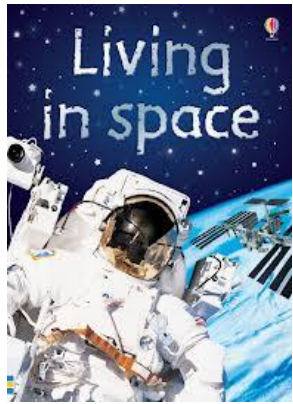
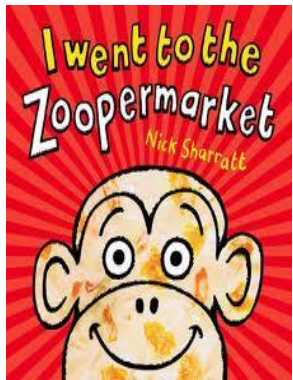
When children are concentrating on reading the words they often don't pick up on some of the other things that books offer them.

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

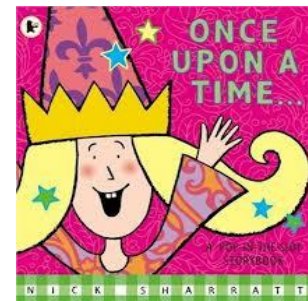
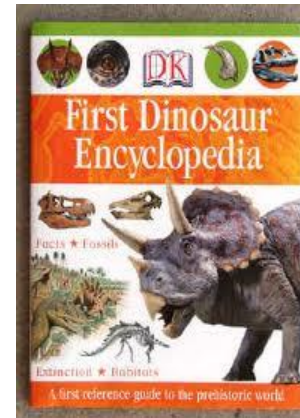
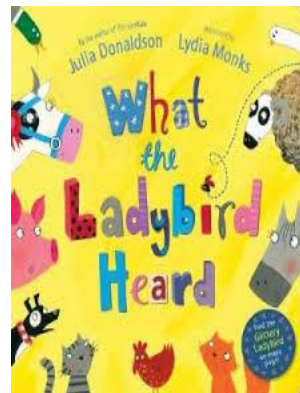
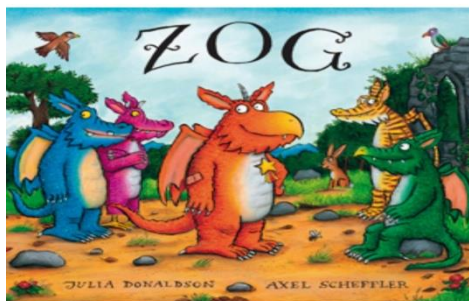
When you read out loud to your child you are modelling:

- 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!



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

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

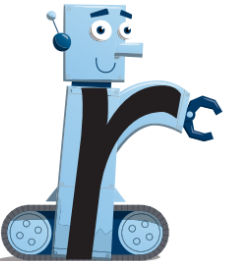


l i t  
u j y

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

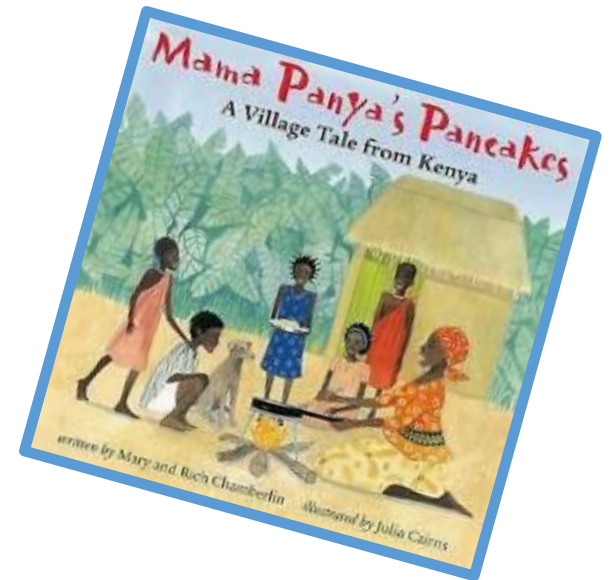
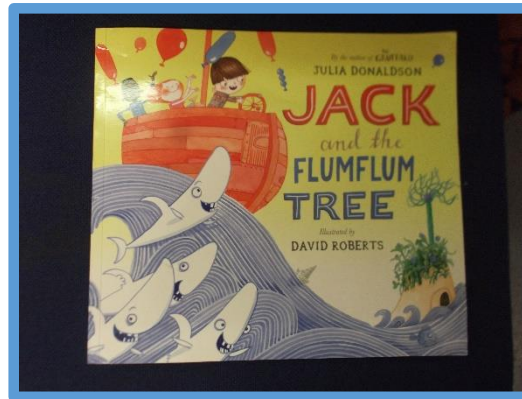
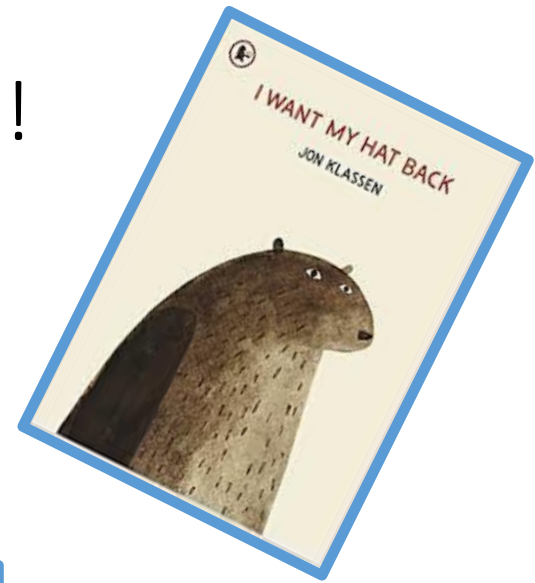
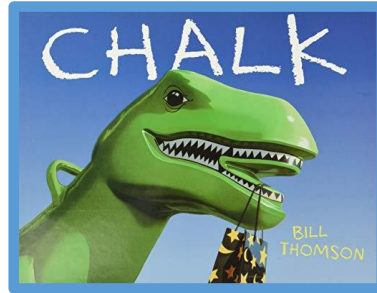
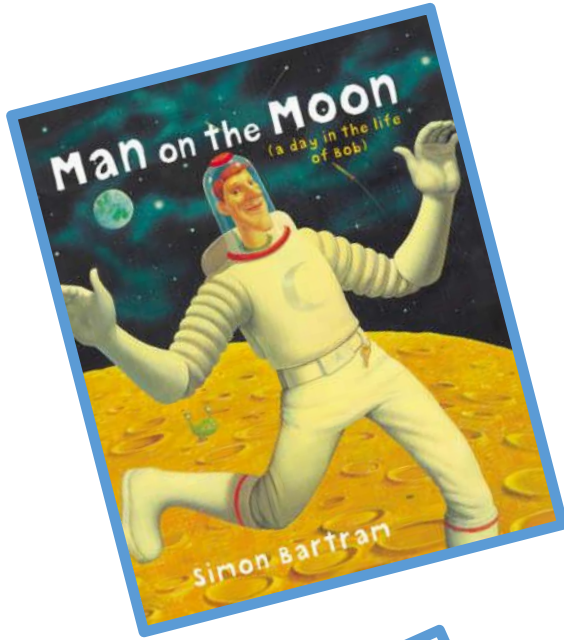
Supported by the National Handwriting Association

# Tricky words

is	into	go	she	to	of	are	my	so	come
as	we	the	has	was	by	sure	said	here	when
her	I	no	he	pure	you	some	were	today	have
and	me	be	put	all	they	there	out	love	little
what	like	your	Mr	house	mouse	whole	where	laugh	eye
do	says	Mrs	Ms	water	want	two	school	busy	pretty
one	their	could	would	any	many	call	friend	hour	move
people	oh	should	our	again	who	work	once	shoe	



# Brilliant books!



# Moon Day!



## Toy workshop



## African market and the Horniman Museum





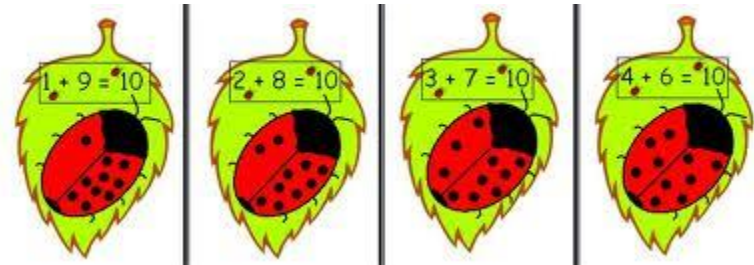
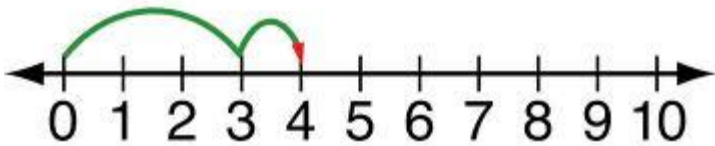
# Ways to help your child at home

- 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

## Fluency

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

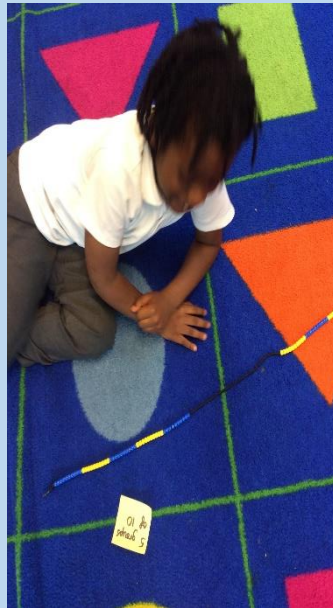
## Variation

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?


$8 + 2 = 10$      $7 + 3 = 10$

$6 + 4 = 10$      $4 + 6 = 10$



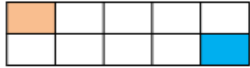
# How children learn in Year One.

- 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?'.

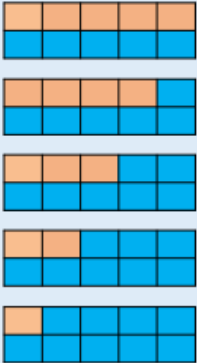
Beth needs to colour in the boxes in two different colours.

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.

## Number and place value

### 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

$10 + 0 \quad 0 + 10$

$9 + 1 \quad 1 + 9$

$8 + 2 \quad 2 + 8$

$7 + 3 \quad 3 + 7$

$6 + 4 \quad 4 + 6$

$5 + 5$

# Addition and subtraction

## 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, division and fractions

## 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;
- recognise, find and name a half as one of two equal parts of an object, shape or quantity;
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

# 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.
- Folding a piece of paper in 2 or 4 equal parts and sharing an amount equally;
- Cutting food or real life objects into halves or quarters;

# 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.whiterosemaths.com](http://www.whiterosemaths.com)

[www.ncetm.org.uk](http://www.ncetm.org.uk)

[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)

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