

Welcome to Year 1

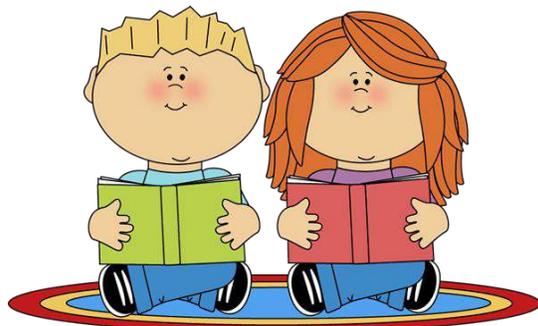
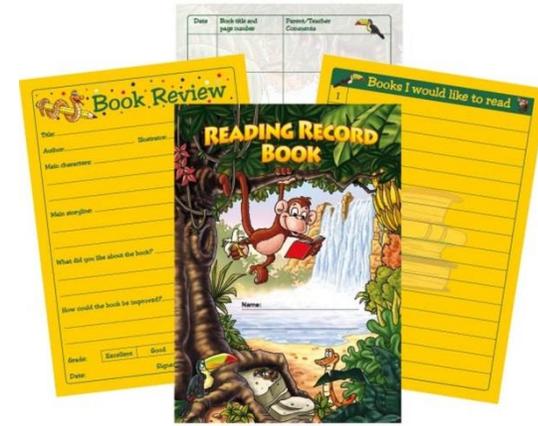


- **Homework**
- **Phonics**
- **Year 1 Curriculum**
- **Expectations**
- **FAQ**

Literacy

Reading

Reading day: Friday



Phonics and Reading

In school we now follow the [Sounds-Write](#) programme, to teach phonics. We aim to ensure that all children are fluent readers by the time they leave KS1. All adults involved with teaching phonics have attended a 4 day training programme on the delivery of Sounds-Write. Our reading scheme in Reception and Year One is entirely decodable, using Sounds- Write texts and Phonics Dandelion Readers.

The Sounds-Write programme is used to teach phonics and spelling. We begin teaching an awareness of sound and sound identification in Nursery and as children show readiness they begin to access the initial code of Sounds-Write phonics. All pupils in Reception begin the initial code in the September of their Reception year.

They continue on their phonics journey throughout Year One and into Year Two, with the aim of leaving KS1 as fluent readers, secure in word building and recognition.

We explicitly teach the 3 skills of:

- Blending
- Segmenting
- Phoneme manipulation (sound swapping)



Phonics and Reading



Helping your child to read

- Read regularly – listen to your child read everyday for 10-15 minutes. If they are struggling take turns by reading a page each. Could you please write in your child's reading record when you have heard them read.
- Encourage your child to sound out (segment) and blend the sounds together to hear the word.
- If your child is fluent with the book, ask them to find a word on a page or spell a word. The focus sound for your child's book can often be found on the back cover or inside pages of the book.

If it rains, Kate and James stay in. They play and paint.

If the rain stops, they get snails from the path by the gate.

If it is a sunny day, Kate and James get some hay and play with the rabbit. His name is Cotton Tail.

<p><u>/ai/</u></p> <p>train pay steak plane</p> 	<p><u>/ee/</u></p> <p>we tea bee dolly</p> 	<p><u>/oe/</u></p> <p>cold boat snow toe bone</p> 	<p><u>/er/</u></p> <p>winter bird worm church</p> 	<p><u>/e/</u></p> <p>red bread said</p> 	<p><u>/ow/</u></p> <p>cloud cow</p> 
<p><u>/ew/</u></p> <p>glue zoo blue cube</p> 	<p><u>/ie/</u></p> <p>child pie fly nine</p> 	<p><u>/oo/</u></p> <p>moon flute</p> 	<p><u>/u/</u></p> <p>cup trouble won foot</p> 	<p><u>/s/</u></p> <p>sink dress listen city ice house scissors</p> 	<p><u>/l/</u></p> <p>lips bell metal camel pencil apple petrol</p> 
<p><u>/or/</u></p> <p>horse straw water award autumn walk</p> 	<p><u>/air/</u></p> <p>chair square bear there their prayer mayor</p> 	<p><u>/ue/</u></p> <p>argue news music tune</p> 	<p><u>/oi/</u></p> <p>oil toy</p> 	<p><u>/ar/</u></p> <p>car father almond</p> 	<p><u>/o/</u></p> <p>on wasp</p> 

Year 1 Common Exception Words

the	a	do	to	today	of	said	says	are
were	was	is	his	has	I	you	no	we
she	me	he	be	they	your	go	so	by
my	here	there	where	love	come	some	one	once
ask	friend	school	put	push	pull	full	house	our

High Five Writing

1. Capital letter 
2. Punctuation 
3. Finger Spaces 
4. Handwriting 
5. Does it make sense 

Plurals

	dog	→		dogs
	bench	→		benches
	brush	→		brushes
	glass	→		glasses
	fox	→		foxes
	buzz	→		buzzes

Types of Words

verb
Verbs are doing or action words. (This includes 'to be' and 'to have').



adjective
Adjectives describe nouns or pronouns.



noun
Nouns are used to name people, animals, things, places, or ideas.



proper noun
Proper nouns are the names of specific people, places, or things. They always begin with a capital letter.



Phonics Screening Check

Week commencing Monday 10th June 2024

Section 2

brend



throst



stret



spraw



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Section 2

label

vanish

blossom

thankful

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Reading for Pleasure

We also want to encourage a love of reading. Reading to your child will help to create this. Make it a special time that they can share with you. Talk about the pictures, characters and make predictions about what might happen.

This will not only create a positive relationship with reading, but will also develop their vocabulary. This in turn will help them to comprehend and access the wider curriculum.

Top Tips for the Reading Helper

1. Try to make reading time fun, and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
2. Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
3. **Blending** - encourage the reader to break words down into a series of sounds, e.g. c-r-o-w. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
4. Identify some key letter groups in the reading material and ask the reader to look out for them. Use the child's reading log to record the new letters / letter groups you are focusing on in each session.
5. Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
6. Make a note in the reading log of any tricky or hard words - particularly common exception words (listed in this book).
7. Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
8. Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
9. Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
10. Draw attention to punctuation marks and help the reader to read with feeling, e.g. "HOORAY!" they shouted.

Read all about it!

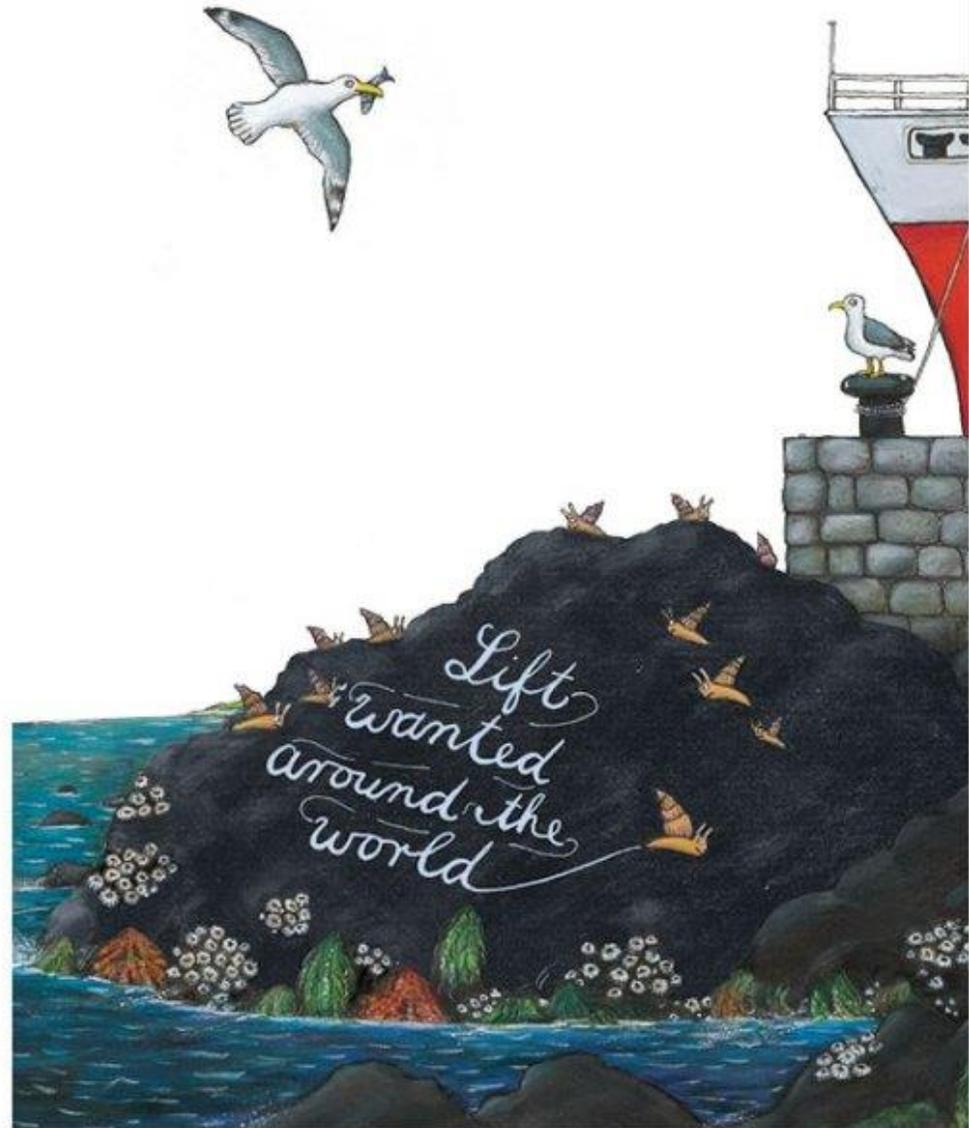
Reading is the key to unlocking any child's future potential. Children who read well by 11 do better at school, get better exam results and do better in the workplace - they're also best placed to give their own children the best start in life. Just 10 minutes of reading a day can make a huge difference to your child's reading skills. Here are ten top tips for getting your child reading.

1. **Read anywhere and everywhere.** While you are out with your child doing daily activities. Read signs, letters, numbers and logos - as they know writing means something.
2. **Don't just read books.** Read anything - newspapers, comics, magazines, emails, road signs or even shop posters.
3. **Be positive.** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes. Turn off the TV to make it easier for your child to concentrate if there are no distractions.
4. **Children love to copy a date.** If you sit down with a book or magazine for ten minutes, it doesn't just give you a break, it sets a great example for your child too.
5. **Don't read for too long.** A good ten minutes is better than a difficult half-hour.
6. **Talk.** Talk about the things you see in the book - who is in it, what they did and where they went.
7. **Let them read their favourite.** It is good practice to read the same book over and over again.
8. **Act it out.** Children can act out stories, this will help them to learn to tell stories based on what they have read and heard.
9. **Ways with words.** Talk about what different words mean and tell your child the name for anything they don't know. This is how children learn new words and helps them to become a better reader.
10. **Tell stories together.** Talking about your day and what you did means sharing time with your child. We tell stories all the time, but mix and match up and these stories can help your child become a reader and a writer of stories.

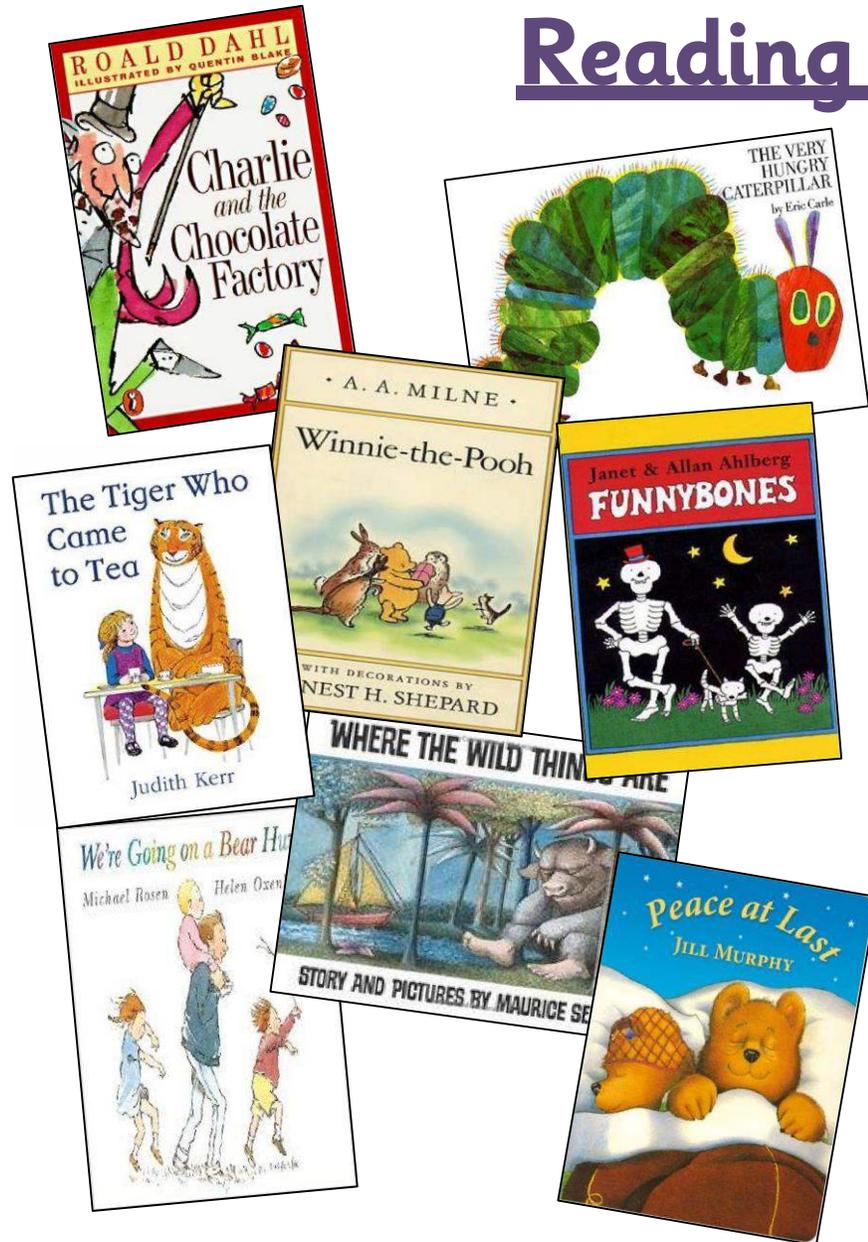
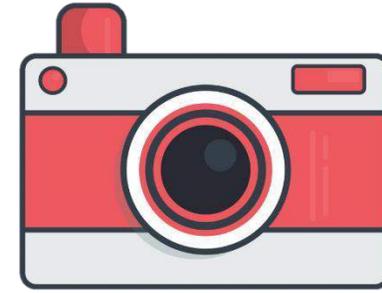


These are the other snails in the flock,
Who all stuck tight to the smooth black rock
And said to the snail with the itchy foot,
“Be quiet! Don’t wriggle! Sit still! Stay put!”
But the tiny sea snail sighed and sniffed,
Then cried, “I’ve got it! I’ll hitch a lift!”

This is the trail
Of the tiny snail,
A silvery trail that looped and curled
And said . . .



Reading Challenge



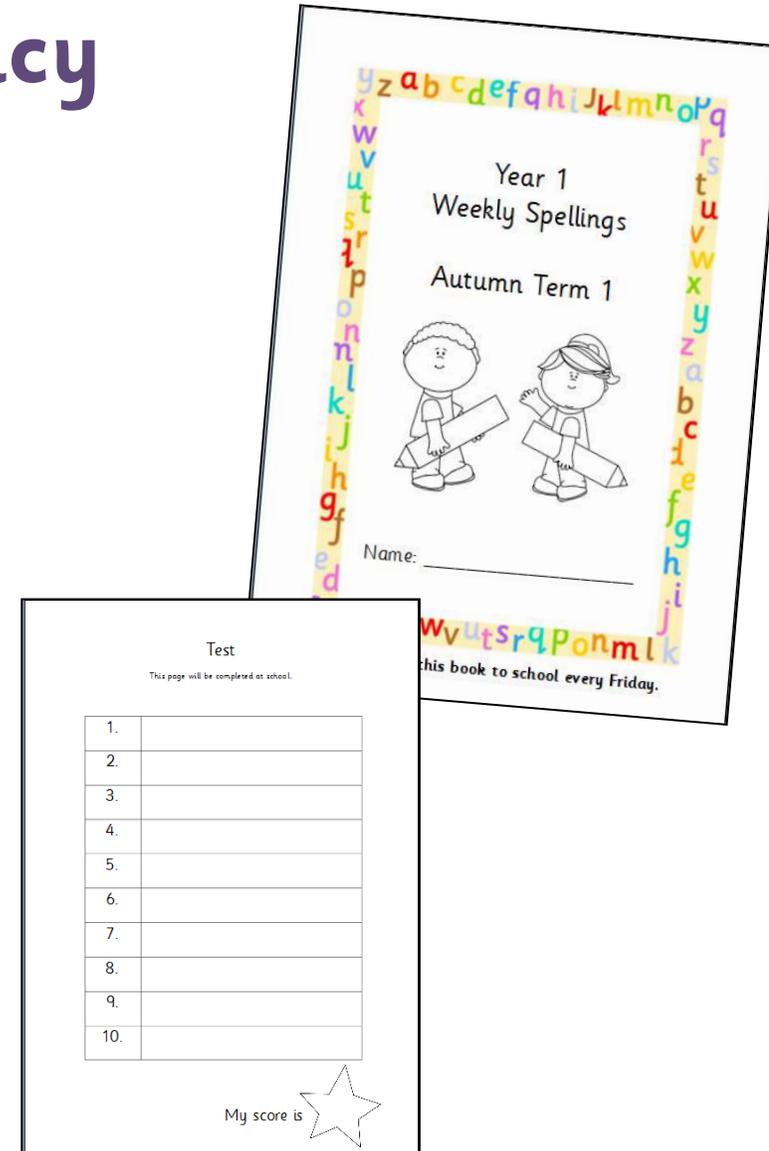
Send in some photos of your child reading one of their favourite books for our class display. You could even have some fun and find strange or unusual places to read a book. You can email them to the school at info@stbedessouthshields.co.uk with the subject **Y1 reading**. They will then be forwarded onto me.

Literacy

Spelling

Test day: Friday

The children will receive 5 spellings in the autumn term, 8 spellings in spring and 10 spellings in the summer term. The final few spelling in blue each week are the Y1 common exception words. These are words that Y1 pupils should be able to read and spell by the end of the year.



Numeracy

Target Cards

Most weeks, your child will have a mental arithmetic test based on one of the termly targets.

The other side of the card shows the 'Daily Maths Meeting' targets. The children are expected to know all of these targets by the end of Year 1.

<u>Year 1 Numeracy Targets</u> <u>Autumn Term</u>	<u>Daily Maths Meetings</u>
Read, write and order numbers to at least 10. Say the number that is one more or one less than a given number to 10. 1 more than 5 is 6 1 less than 5 is 4	 By the end of Year 1 I will be able to do the following ...
Recall addition doubles up to 5 + 5. 1 + 1 = 2 2 + 2 = 4 3 + 3 = 6 4 + 4 = 8 5 + 5 = 10	
Recall pairs of numbers which total 10. 1 + 9 = 10 2 + 8 = 10 3 + 7 = 10 4 + 6 = 10 5 + 5 = 10	⇒ Count in multiples of 2, 5 and 10.
Read, write and order numbers to at least 20.	⇒ Compare and ordering numbers within 20 and up to 50 i.e. which is biggest/smallest, 1 more/less, 10 more/less.
Add and subtract one-digit numbers to 10. 7 - 4 = 2 + 3 = 10 - 8 =	⇒ Recall pairs of numbers that make 10.
Count in multiples of 10.	⇒ Know addition and subtraction facts to 20 and be able to use them fluently.
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 5 + 5 = 10 7 - 2 = 5 3 + 6 = 9 9 - 5 = 4	⇒ Recall doubles up to 5+5 and corresponding halves.
Recognise and name common 2-D shapes.	
Recognise and name common 3-D shapes.	

Mental Arithmetic Tests

Test day: Thursday

These will begin after
the October half term.

Year 1 Mental Arithmetic Test

Date of Test: 25th September

This week's maths target:

Write and order
numbers to at least 20

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Activities

Quickwrite Numbers - Say a number (0-20) to your child, they then have to write the number as quick as possible. They can then say a number for you to write, they have to check if you have written the right number. As your child gets better at the game, speed it up.

Ordering - On the attached sheet are some number cards to 20. Cut these up and ask your child to put them in the right order. When they have done this, ask them to close their eyes. Take away one or more numbers from the line. Ask your child to open their eyes, what numbers are missing?

You can then give your child three or four cards to put into the correct order (smallest to biggest) e.g. 0, 4, 15 and 19.

Example Test Question

(The children will be asked 10 questions in total.)

- = Write the number 12
- = What number comes next; 3, 4, 5, 6, _?
- = Put these numbers in the correct order, starting with the smallest; 16, 18, 11.

A game has been added to the Home Learning website this week to support year 1 M. with this maths target.

www.homelearning.org.uk

This site can also be found on the Year 1 side of page.

left hand



Maths Mat



right hand

2D Shapes



circle



oval



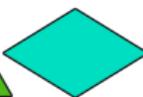
square



rectangle



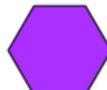
triangle



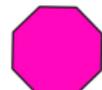
rhombus



pentagon



hexagon



octagon



0 1 2 3 4 5 10 5 6 7 8 9 10

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

January
 February
 March
 April
 May
 June
 July
 August
 September
 October
 November
 December

3D Shapes



cube



cylinder



cone



sphere



rectangular prism



pyramid

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Literacy Homework



www.spellingshed.com

Weekly spelling are set on Spelling Shed, connected to the phonics sounds they are learning in class.



www.activelearnprimary.co.uk

Grammar, punctuation and spelling work will be allocated on the Active Learn and SPaG.com websites.



www.spag.com

Maths Homework



www.mymaths.co.uk

There are also some websites that can support with your child's maths skills. My Maths has activities allocated regularly, that go along with the topics being taught in the classroom.



www.ttrockstars.com

The children should also know their 2, 5, and 10 times tables by the time they leave Year 1. Times Table Rockstars is a fun way to learn them and currently has the 10 times table allocated for this term.

E-Safety within School

It is important that we keep our children safe online, both at school and at home. To ensure the safety of our pupils, the school has filtering systems in place to stop children accessing content that is deemed inappropriate, as well as informing staff when children type content which may be harmful to themselves or others.

New legislation has been issued by the government to help protect children online. To help us promote a safe digital environment we now have an acceptable use policy for children and parents in the juniors, to read and sign to say that they agree to the terms of use of the school's computing systems.

Children will be taught about internet safety within Computing and PSHE lessons. You can find further information connected to E-safety within school in our school's E-safety and Safeguarding policies, which can be found on or school's website. Copies can also be requested from the school office.

Pupil Acceptable Use Policy



Responsible Computer and Internet Use

At St. Bede's Catholic Primary School, we use school computers and internet access for learning. The following rules will help us to keep everyone safe when using this technology.

- On the school network, I will only use my own login and password which I will keep a secret at all times.
- I will not look at or delete other people's files.
- I will not bring USB Memory Sticks or external hard drives into school without permission and will not use these on school machines.
- I will ask permission before entering any website, unless my teacher has already approved the site.
- When using the school learning platform, I will only use my own login and password which I will keep a secret at all times.
- I will only email people I know, or who my teacher has approved sending them appropriate and polite messages.
- I will ask permission before opening an email or an email attachment sent by a person I do not know.
- I will not use internet chat.
- If I see anything I am unhappy with or receive messages I do not like, I will tell a teacher immediately.
- I understand the school may check my computer and email files and may monitor the internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the internet and computers.

Pupils Name: _____ Pupils Signature: _____

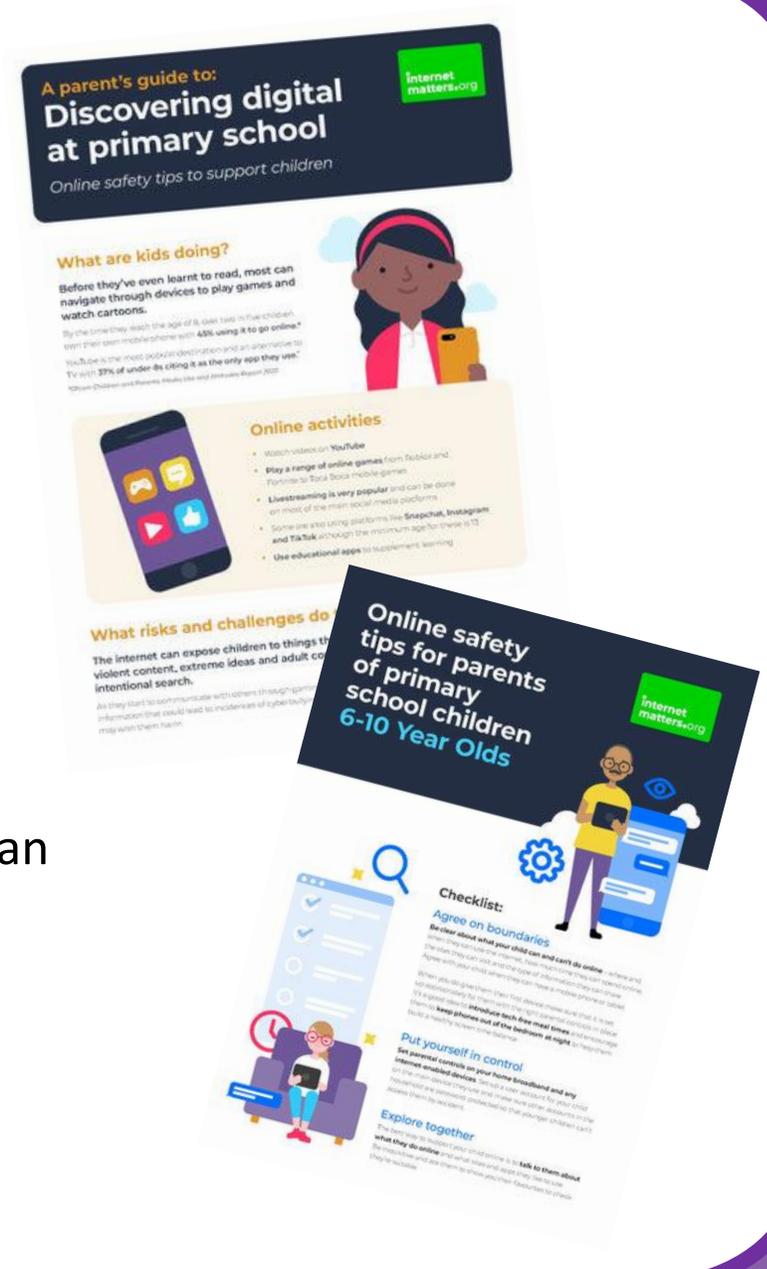
Parent's Signature: _____ Date: _____

E-Safety at Home

There are a number of website that can offer guidance to parents to help with online safety.

- Internet Matters - <https://www.internetmatters.org/>
- National Online Safety - <https://nationalonlinesafety.com/>
- NSPCC Keeping Children Safe Online - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

We have also included two leaflets that you may find beneficial. You can also speak to a member of staff who will be able to help.

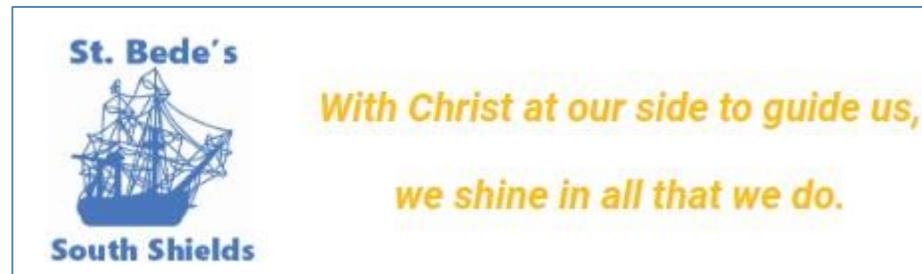


Homework

The Year 1 class page will be updated with the current homework. You can find your child's login details for all of sites on their login card.

If you have any trouble accessing any of the sites please let me know and I will try to rectify it.

Please keep checking the school's website to find out what is going on in school, especially the class page and the 'parents' section.



www.stbedessouthshields.co.uk

Curriculum Overview

Year 1 Curriculum Overview – Autumn Term



Literacy	<p><u>Writing</u> Children will learn to;</p> <ul style="list-style-type: none">• Understand what a sentence is and recognises sentences in reading.• Use some predictable and patterned language in own writing drawn from reading and role play.• Write sentences to match pictures or sequences of pictures, illustrating an event; re-read what is written to check it makes sense.• Write a simple recount of a real event. <p><u>Grammar & Punctuation</u> Children will learn to;</p> <ul style="list-style-type: none">• Separate words with spaces.• Begin to use capital letters accurately, including for the beginning of sentences and names.• Write some sentences correctly demarcated with a full stop.• Write in first person using a capital letter for	<p>In Maths, children will learn to;</p> <p><u>Number: Place Value</u> * Count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 50 in numerals. * Identifying a number 1 more, 1 less and between. * Write numbers from 1-20 in words.</p> <p><u>Number: Addition and Subtraction</u> *Represent and use number bonds and related subtraction facts within 10. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Add and subtract one-digit numbers to 10, including zero. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Measurement: Length and Height</u>- *Measure and</p>
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P.E. Days

Year 1 have P.E. on a Monday and Friday

P.E. Uniform

- Royal blue shorts or plain navy or black tracksuit bottoms/leggings.
- White t-shirt (with or without St. Bede's badge)
- Trainers.
- Children can also wear their St. Bede's jumper or cardigan (no tracksuit tops or hoodies)

Behaviour Chart

Certificates

- Star of the Week
- Olympic Values: honesty, determination, self-belief, passion, teamwork, respect, excellence, friendship, courage, inspiration & equality

Show and Tell

- Children are allowed to bring one item each week for show and tell if they wish.
- Monday to Thursday
- No Toys – Awards / Achievements, something they have made, a piece of writing, etc.

Class Trips

Gibside (Autumn Activities) – 17th October

Christmas Multi-Skills Sports at Temple Park – 7th December

Important Dates

22nd September - Y1/2 Coffee Afternoon

20th October – INSET Day

23rd – 27th October – Half Term

6th - 10th November – Test Week

28th November – Parents' Meetings

29th November – Parents' Meetings

22nd December – Break up for Christmas

25th – 5th January – Christmas Holidays



Thank
You

Thank you for your support

