

**Welcome to Year 1**



Infant School

# Our School Values



Teamwork Tiger

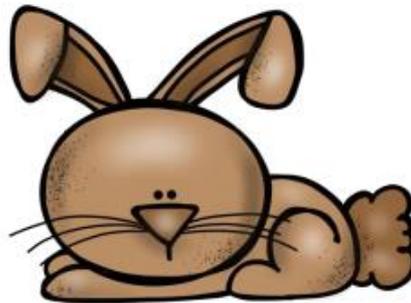
## Hook Infant School Values



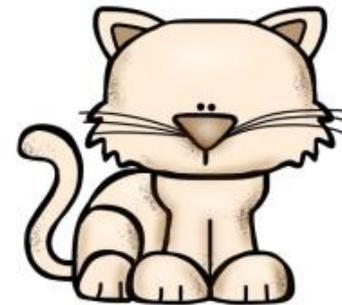
Kind Koala



Persevering Panda



Respectful Rabbit



Courageous Cat

# Year 1 Classes



# Starfish Class



# Dolphin Class



# Turtle Class



# Seahorse Class



# Additional Staff



Miss Cooley  
PPA cover



Mrs Ross  
SENCO



Mrs Coombs  
Support staff



Mrs Mannering-Smith  
Support staff



Mr West  
Support staff

# What your child will need...

- Book bag to fit into your child's drawer.
- You can include a plastic reading folder to keep reading book clean and dry.
- A plastic, named bottle, containing only water please.
- School clothes, PE clothes and coat to be named.
- Named lunch box if having packed lunch in school
- Fruit or vegetable snack is provided in school.



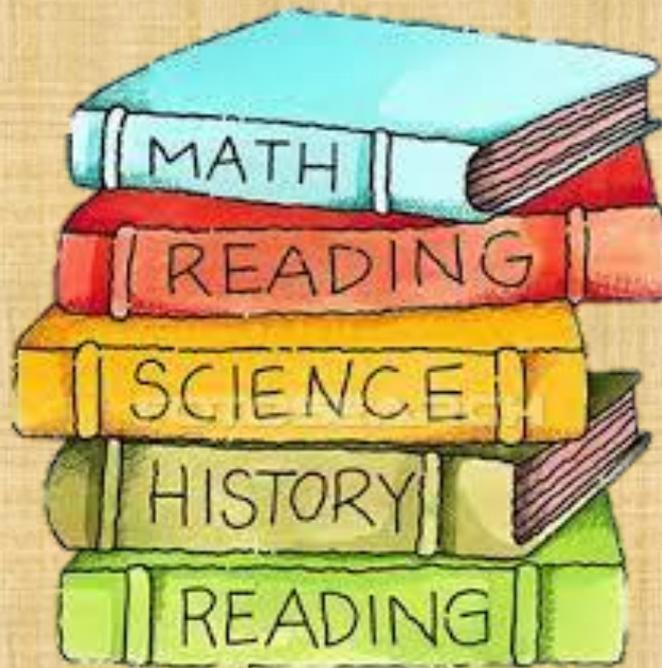
# To Year 1 and beyond!

- Year R children work on objectives set by the Early Years Foundation Stage. In Year 1 children will be working on objectives set by the National Curriculum and this continues into Year 2.
- The first part of this half term is organised for transition from EYFS to Key Stage 1.
- Once we have built up to a normal Year 1 day, the week is a fairly busy one with English, maths, phonics and a non-core subject being taught daily, so expect a few tired children.
- If you have any concerns about how your child is coping, please talk to your class teacher.



# Books

They will have all of their Year One work in exercise books.



# Reading



- In Year 1, we aim to hear the children read twice a week once the children have settled into the Key Stage 1 routine. This can change during assessment periods.
- We encourage children to read at home on a **daily** basis.
- Children are taking home 2 books - a phonics reader and a shared reader book. **These will be changed on a Tuesday and a Friday.**
- The children will have a word book to support their sight word reading. Please practise the words with dots. You can continue to work through these with your child at your own speed but please allow the teacher to check them at regular intervals.



# Our reading scheme

- The reading scheme books are organised into coloured book bands according to their difficulty level and skills required to read them. Language within these boxes is progressive as your child moves through the band.
- Each colour band has a range of genre - fiction, non-fiction and poetry.
- Children move through the reading scheme as they progress through the phonics scheme they are learning in class.
- 3 reads approach - decoding, fluency and comprehension.
- Shared reader books are chosen by the children - aim is to read these together at home. Encourages the pleasure for reading.



# Guided Reading

- After half term the children will begin guided reading sessions to teach specific reading skills.
- Guided reading sessions will be marked in your child's reading record along with the title of the book.
- The emphasis in these sessions is to continue to support them with strategies to help them with unknown words, comprehension based questions and discussing the layout of the text.



# Reading at home

Hearing your child read is one of the most beneficial things you can do because...

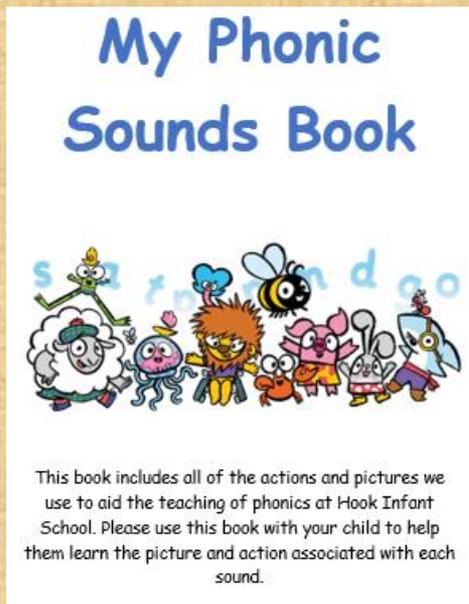
- ✓ You are supporting and reassuring them.
- ✓ You are giving them a reason to read.
- ✓ You are building their confidence.
- ✓ You are helping them with a skill that is integral for life-long learning.
- ✓ You are spending time with your child.



An ability to read well ensures that children can access all areas of the curriculum as they continue on through their education.

# Phonics

- Phonics is the method we use to teach children to read and write by using sounds. It is taught for 25 minutes every day.
- The expectation is your children can already use and apply phase 3 phonetic sounds.
- The children will continue to learn some new phonetic sounds during their learning in Year 1.



Terminology	
<b>Phoneme</b>	The smallest identifiable unit in speech sounds.
<b>Grapheme</b>	The written symbol that represents the phoneme.
<b>Grapheme-phoneme correspondence (GPC)</b>	The link between the written grapheme and the spoken phoneme.
<b>Blending</b>	The process of merging the phonemes together to form a word.
<b>Segmenting</b>	The process of splitting a word into its phonemes.
<b>Single letter grapheme</b>	A grapheme consisting of just one letter.
<b>Digraph</b>	A grapheme consisting of two letters e.g. Ai, oa, sh. You may also hear the term 'trigraph' to describe a three-letter grapheme e.g. igh.
<b>Naughty digraph</b>	This is an alternative spelling of a known phoneme e.g. ai and oy.
<b>Split digraph</b>	A two-letter grapheme that is split with a consonant in the middle e.g. the a-e sound in cake and name.
<b>Twin letters</b>	When two identical letters represent the same phoneme.
<b>Silly sound</b>	A known grapheme with an alternative pronunciation e.g. the 'ow' in cow and snow.



# Helping your child to read

- Sound out the word e.g. 'c-a-t', 'th-a-t'
- Look at the pictures for clues.
- Read the whole sentence missing out the difficult word, and work out what could go in its place.
- Shared reading is beneficial in building confidence and comprehension skills.



# Helping your child to read



## Checking understanding:

- What has happened in the story so far? Can you retell the story in the correct sequence and in your own words?
- Who are the main characters?
- Where did the character live?
- Why couldn't Cinderella go to the ball?
- What did Cinderella do when her stepmother and sisters left the house to go to the ball?

# Helping your child to read – more advanced skills to develop

- How is Cinderella feeling at the beginning of this story? Why do you think she feels this way?
- Can you describe Cinderella?
- How would you feel if you were treated in the same way as Cinderella?
- Predict what you think is going to happen next. Why do you think this?
- Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?



# Phonics Screening



- Every child in Year One across the country takes part in a phonics screening assessment in June time.
- Each child's knowledge of the phonetic alphabet is assessed.
- This entails decoding 40 words, 20 real words and 20 alien words using their phonics knowledge up to phase 5.

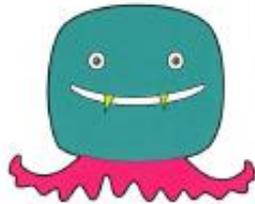
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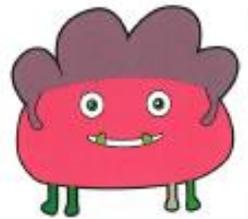
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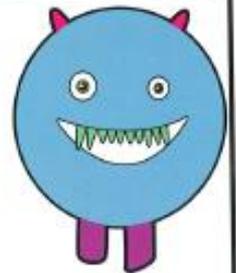
sarps



splaw



thend



index

turnip

waiting

portrait

We will advise you how your child has performed in the assessment when their end of year report is sent home. Children that do not reach the expected level are re-assessed at the end of Year 2.

# Reading and phonics



We use a range of skills when we are reading. We look at the shape of the word, the context of the word, the letters used, clues from pictures and the phonetic alphabet...

# Which is why we can read this...

According to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole. Amazing huh?

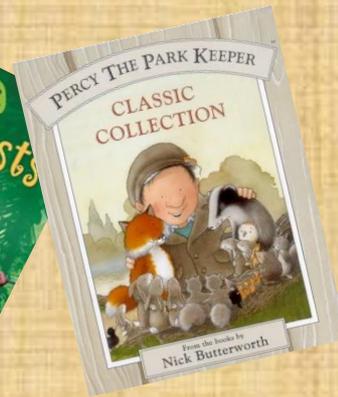
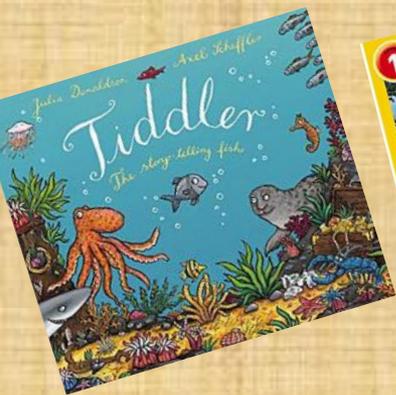
# Writing



The writing curriculum is broken into 3 elements;

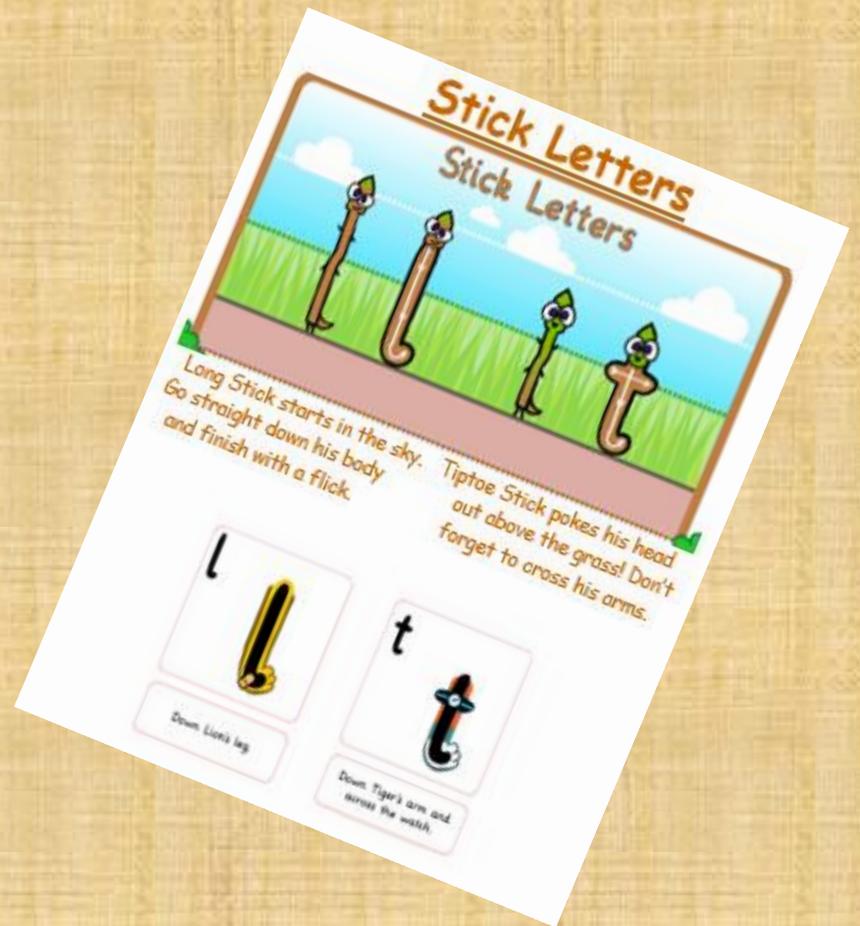
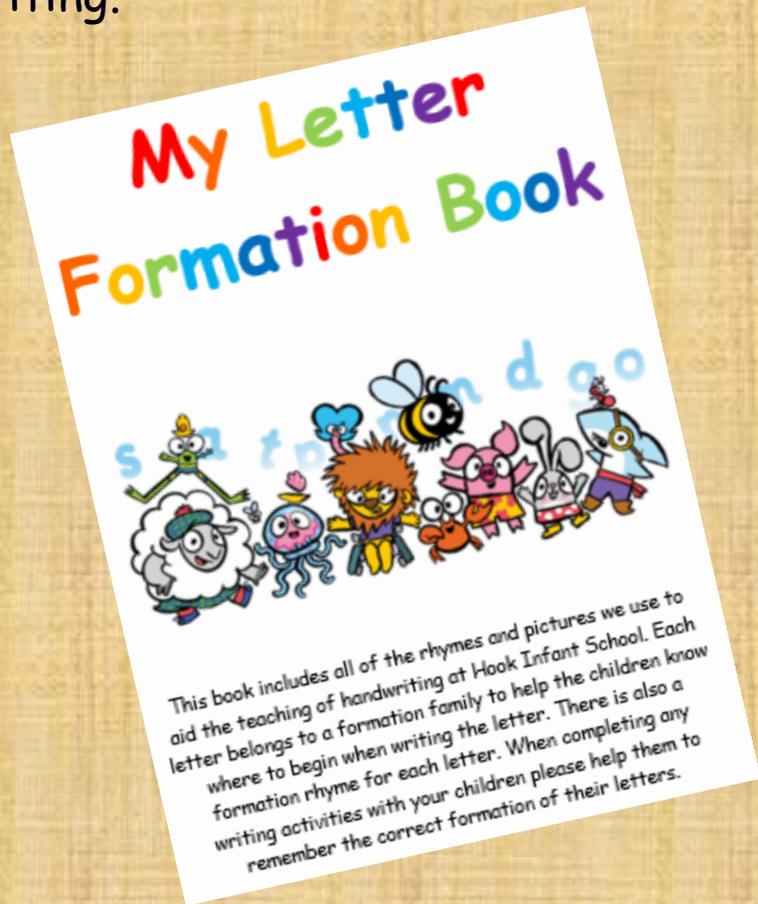
- Transcription - spelling and handwriting
- Composition and vocabulary - articulating ideas and structuring sentences with fluency
- Vocabulary, grammar and punctuation

Our writing is based around books and exploring texts linked with our topic each half term. Feel free to explore our topics through additional texts at home too - the more ideas the children have, the more confident they will feel when thinking up their own sentences.



# Handwriting

Letters must be formed correctly and sitting on the line for them to reach the end of year expectations at the end of Year 1, and children must be able to spell a range of high frequency and tricky words correctly in their writing.



## Revision words

Read	Trace	Count
we	we	2
all	all	
be	be	

1 **Read** each word aloud.

2 **Trace** over the words in pencil.

## Words of the week

ever	ever	
better	better	
pure	pure	
cure	cure	
a	a	

3 **123**  
**Count** the sounds in each word. Write the number in the box.

4 **Cut out** these sounds. Use them to build your words of the week.

e	er	v	b	tt
p	ure	c	a	

## How to practise writing your words:

Look	Cover	Sound Out	Write	Check

	First Try	Second Try
be		
pure		
ever		
better		
all		
we		
a		
cure		



The spellings that your child will learn will be the high frequency words and tricky words for Year 1 and words containing the phoneme they are learning in class that week. Each Friday will be a spelling test.

# Mathematics

When transition is complete children will be participating in maths lessons on a daily basis during the morning.

The lessons will build upon work they have completed in Year R and will be fun and practical.



# Mathematics

## Main Year One Objectives:

- Counting 1 - 100 forwards and backwards
- Addition and subtraction to and within 20
- Counting in 1s, 2s, 5s and 10s
- Number bonds of 10 (10+0, 9+1, 8+2 etc) as well as related subtraction facts.
- Doubling and halving
- Money - teach through experience!
- Time - o'clock and half past
- 2D and 3D shapes
- Simple division and multiplication
- **A useful home booklet is available outlining all objectives**



# Maths Rocket Challenges

**Challenge 1:** When you are out, look at a car registration plate and read the numbers. Can you add up the 1-digit numbers and find the total? Write the number sentence calculation you have found.



**Challenge 2:** Find 6 different sticks outside and order them from smallest to largest. Is there anything else you can order in terms of length?



**Challenge 3:** Practise counting back from 20. Challenge someone to complete a task in the time, e.g. can they put their shoes on whilst you count down from 20? Can they spread butter on toast whilst you count down from 20?



**Challenge 4:** Ask a grown up for a food item that can be shared easily, e.g. raisins, orange segments, chocolate buttons, grapes etc. Can you share them fairly within your family? How do you know each group has an equal amount?



## Year 1 Autumn 1 Maths Rocket Challenges



**Challenge 5:** Collect 12 autumn leaves from the ground. Collect 5 more things you can find on the ground. How many have you got altogether? Write a number sentence to record your findings.



**Challenge 6:** Ask permission to help sort out the clean washing. How many single socks have you got? Can you put the socks into pairs? What has happened to the number? Line up the pairs of socks and count how many you have got. Can you count in multiples of 2 to find out how many socks there are altogether?



**Challenge 7:** Find 10 shoes. Close your eyes and ask someone to hide some of the shoes. Count how many you have left. Can you work out how many are hidden? Find them and check your answer. Can you write a subtraction number calculation to record one of your turns?



**Challenge 8:** Fill up a small empty container (e.g. yoghurt pot) with water and pour it into a larger container (e.g. pint glass). Count how many times you repeat this until the larger container is full. Can you use a measuring jug to see how many millilitres the larger container can hold?



**Challenge 9:** A cooking challenge! Ask a parent to help you find a recipe to make a meal or bake a treat of your choice. Can you help by weighing all the ingredients accurately?



**Challenge 10:** Count how many steps it takes you to travel across your kitchen. Is this more or less than your living room? Can you ask someone else to do it with you and see if they get the same number of steps? Think of a reason why it may have changed.



Record the challenges in any way you choose. For practical tasks, adults may want to sign to say the children have completed it. Bring your work into school when it is all completed for a special certificate!

# The wider curriculum



# Trips

- Wisley Gardens trip in Summer Term, transport, entry and activities at Wisley. Usually around £14 - more information nearer the time.



# Christmas



We are planning a Christmas production for you this year and details will be given in the newsletter.

# Keeping you informed

- Curriculum Map leaflets on website each half term
- Notices outside your classroom.
- Letters home via parent mail.
- A telephone appointment / assembly time appointment can be arranged between you and the class teacher at a convenient time for both to discuss any concerns.
- Notes in reading records.
- School website.

# We need your help!

If you are able to kindly give some of your time to help us in school it would be greatly appreciated.

Please see Mrs Lodder in the school office for a volunteer form and details about providing us with a DBS.



# Every child matters

Children learn at different rates and through different experiences. We are here to ensure the progress of every child whatever their ability. If you have any queries please make an appointment to see us.

